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ABSTRACT

Construction and remodeling of libraries should insure that the resulting building be functionally efficient and that it provide an attractive environment for the library user. Providing a list of objectives, space estimations, schematic use diagrams, and a description of the desired atmosphere can assist the architect in designing a building that pleases the library staff as well as the community of library users. This document is a collection of brief essays that address the issue of library design. (EMH)

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Notes and photographs of new or remodeled public libraries, school library media center facilities and academic libraries are interspersed among articles.

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Physical facilities win users

What difference do the physical surroundings in a library/media center make to the users and potential users of the materials inside?

Ask the Evansville children who saw a large bare basement meeting room become a carpeted, jonquil-apricot-firecracker-red-walled library for young people, complete with sky-blue ceiling (see picture above and article on page 202).

Consult your dictionary for definitions of "monumentalism" and "beauty" and consider the changes in library architecture during this century. Then look at the extensions in library clientele.

Study the closed stacks and formidable rows of study tables of the early days and then get into the swing of the unrestricted come-and-go of learning resource centers with no walls and with hands of all sizes skillfully controlling all kinds of instructional equipment.

Picture yourself going from a shelf to a far file to a distant corner to an obscure display and finally to a librarian for materials on your subject. . . and then relax before an integrated shelf that has everything you want right there before you.

Sink into a bright comfortable chair with a favorite magazine you can't afford and let your gaze flow from the quiet earthy tones inside to blend with the peaceful landscape outside. . . and ponder that you don't care if it did cost tax dollars!

Become part of the crowd that rushes into every new library building to try out everything in sight, and returns to swell the tasks of the already overburdened library staff!

Then maybe you'll know why buildings and rooms make a difference to the people who come to you for service. . . and to those who might come. . .

Librarian, consultant, architect

The transient triangle plan a library building

To look good and to work

Gerald A. Somers

Drummed into me at about five American Library Association Building Institutes in the early 1960s was the admonition, "If you're going into a major building program, get an experienced library building consultant or an architect who's experienced in building libraries—or you'll be sorry!" I can remember the late Joseph Wheeler, then dean of consultants, stressing that architects as a rule designed libraries "to look good, but not to work good," and it was up to the librarian to make sure of the latter by getting a consultant.

So, in 1969 when our Library Board hired a local architect, we also had an experienced team of building consultants, Ralph Ulveling and Charles Mohrhardt of Detroit Public Library. They revised the narrative building program which I had written, re-arranging departmental locations and space allocations for the central library, evaluating and recommending the proper site, and drawing schematics of shelving and furniture placement. Their work stopped short of interior design, writing specifications for furniture and equipment, and overseeing bidding and ordering such items. These, by mutual agreement, were handled by our architect, Berners, Schober & Kilp of Green Bay, who had such specialists working for the firm.

From my point of view, the consultants earned their fee by recommending the best site possible in the downtown urban renewal area. There were strong pressures to locate the new library on county-owned land next to the Brown County Memorial Arena and the Green Bay Packer Stadium, where there was "lots of free parking." Unfortunately, concentrations of people occurred there only during Arena events and Packer games! In addition, the consultant team reviewed several preliminary plans of the architect until we arrived at one that was mutually acceptable. We did not see eye-to-eye on the schematic layout of furniture, and at this point the architect drew up plans more to the liking of our staff.

Not that librarians agreed always with consultants or architect. For example, staff members wanted bigger workrooms, more free-standing public shelving in departments, a bigger bookmobile garage, a bigger parking lot, but as the architect put it, "You only get so much building for your buck!" As usual, compromises had to be made, and not to suit every individual view. If we had gone to much more storage space in some workrooms, it would have been at the expense of public service area reader seating. If we had expanded free-standing open shelves on the first floor, we might not have been able to work in a Young Adult Area.

The librarian who says the result of planning a new library matches the conceptual ideal is either dissembling or uninformed; it was an evolving process in which many ideas were tested, some found wanting, but the final outcome in our case was a thing of beauty that works pretty well. The public seems to like it, too!

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Mr. Somers is Director of the Brown County Library, Green Bay.

"In the spot that's hot," Or, as Good Old Harry said, "If you can't stand the heat, get . . ."

R. Paul Bartolini

A Library Building Consultant is usually needed in a major library building program or remodeling in any type of library. The head librarian, whatever his title, should certainly be involved in the project, but he needs assistance since he must continue to administer the ongoing library service. A Library Building Consultant is used because he has had experience in building projects and is needed where the librarian and/or the board and/or the architect have not had the experience of building a library.

The Library Building Consultant should be responsible to the board or governing authority, that is, the same body to which the head librarian and the architectural firm are responsible. Thus, the three employes of the board can be a practical team, with the board committee perhaps, so that all are working for the same boss. If the Library Building Consultant is employed by the architectural and/or engineering firm his loyalty must be to that firm and his responsibility and authority are lessened; his services will probably cost less but chances are that the board will get less than its money's worth. The give and take of the team working together for the good of the project will be less fruitful.

The Library Building Consultant should be used from the start for site or location selection, selection of architect, examination of the modernized and restructured library service to be provided in the building in the years ahead. With that background, the consultant can carry his responsibility in writing a building program statement with the head librarian and the Board committee. Lastly he can participate in the several team reviews of preliminary plans, and final plans and specifications. If an interior design and furniture and equipment consultant is needed, I suggest that this should be a different person.

The person in charge of the team usually should be the head librarian. "Circumstances alter cases" and sometimes a Board committee will be in the driver's seat. The consultant is a possible candidate to step into a leadership void. I think the poorest results obtain when the architect assumes this role.

The head librarian is the coordinator who sees to it that all parties involved are informed as conclusions may be reached without all in attendance. Proceedings and conclusions of all working sessions should be rather thoroughly written up and distributed.

Time frames necessary depend on the size and scope of the planned project. The head librarian must be the expeditor and convener. If the team members understand each other and have respect for the abilities of each party to contribute, the work may be exhilarating because of personal willingness to take the responsibility for a library service that will be there for people to see and cuss or discuss for some generations.

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Mr. Bartolini is Director of the Lake County Public Library, Merrillville, Indiana. He was on the Milwaukee Public Library staff and assisted in planning a number of the Neighborhood Libraries.

It can't be done from an ivory tower

Ronald T. Gillen

Almost everyone has used a product that he has found unsatisfactory and has complained bitterly that it probably was designed by "someone who never used one."

Nearly every time an architect embarks on a new design project, he is faced with the dilemma that on one hand he has all of the professional skills and tools at his disposal to attack the design of the building, but on the other he has probably never intimately used the kind of facility he is about to design. We as architects measure the end results of our labors in terms of how well the newly designed and constructed building ultimately meets the needs of its users. This is probably contrary to the popular myth that aesthetics are our primary concern.

Our comprehensive goal is to design a building which when occupied *does* meet the functional needs of the users, *has* met the time schedules and budget, and in which the engineering and architecture *have* met or, hopefully, even exceeded normal expectations.

The success of any project is the result of a long and meticulous design process involving considerable exchanges of communication between the client and his architectural consultant.

Because of the complexities associated with building design and construction today, and the inherent sophistication required of the architect, it is paramount at the outset that the architect and the client recognize that neither one can isolate himself from the other and expect success. In large part, the ultimate success of the project will be dependent upon the reliability of the building program developed mutually by the architect and client; the degree to which they communicated and cooperated with each other; the understanding they had of one another's responsibilities in their relationship; and finally, their trust in one another's ability.

This is not to say that if the above points are met a perfect building will result. Compromises must always be made for one reason or another which ultimately give rise to a certain amount of imperfection attributable to the design. Clients and architects alike must be prepared to accept this problem, since it will prevail no matter who the experts are that are involved.

In our work with the University of Wisconsin Memorial Library addition and alteration, for example, it appears that many of the objectives outlined above have been met, since by all indications the client is pleased with the facility. Compromises were suggested and implemented by the client and architect alike. Imperfections in the design exist. The drawing and correspondence files show a voluminous communication exchange. For the meaningful satisfaction of the client and the usefulness of the facility, I am pleased.

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Mr. Gillen is an Architect with Flad & Associates, Inc., Madison.

OCLC Consortium

Seven University of Wisconsin libraries (Eau Claire, Green Bay, Madison, Milwaukee, Parkside, Stout and Whitewater) have contracted as a consortium with the Ohio College Library Center (OCLC) to use a shared cataloging base for catalog production and to have terminal access to the OCLC bibliographic base. Other Wisconsin academic and public libraries will be able to join later.

Write and use a program

It's the heart of the building project

Raymond M. Holt

At the heart of most successful library building projects lies a carefully prepared building program. By the same token, troublesome deficiencies can usually be traced to inadequate or nonexistent programs. The purpose of this brief article is to provide guidance in the preparation of the building program — or project development statement as it is sometimes known.

1. Objectives

The chief objective of the written program is to describe the purpose, functions and operations of a particular library in terms of its space requirements, the relationships of its various components, and its environmental characteristics. The program describes how the building must be designed to function effectively and efficiently; it becomes the source book for the architect and a reference manual for the duration of the project.

Preparation of the program will require the librarian and staff to identify and resolve problems. For instance, any presumed future change in circulation systems should be decided before a new circulation counter is designed so that the transition, no matter how much later, can be made smoothly. Similarly, projections of future collections, service desks, staffing patterns, etc., should be fully explored and incorporated into the program.

2. Program scope and content

The program should cover every facet of the library, including collections, services, operations, aesthetics and the atmosphere desired for each area of the building, including lighting, acoustics and decor.

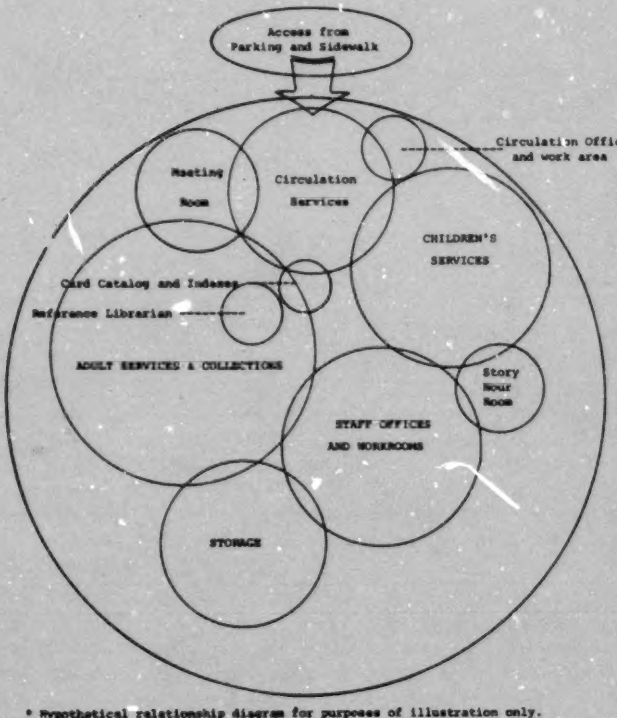
Following a statement of the library's objectives and its programs in the community, each part of the building should be carefully considered. This description usually follows a logical sequence beginning with the entrance and following through the various public areas and into the staff workrooms. Where questions or problem areas remain unresolved or dependent upon architectural solution, these should be noted. The program will be most helpful if written in clear, simple and precise language which the architect can interpret accurately.

3. Schematic functional relationship diagrams

Telling the architect where things should go is the purpose of the schematic diagrams which show the functional relationships of major areas and internal operations. These diagrams form the core of the building program. Each circle, representing one element, shows by its relationship to the other circles in the diagram, its kinship to adjacent functions, collections, etc. Overlapping circles represent elements which share a very close relationship. A study of Figures 1 and 2 will clarify this. The size of the

FIGURE 1

SCHEMATIC RELATIONSHIPS OF THE ENTRANCE OF THE LIBRARY
THE MAJOR ELEMENTS OF LIBRARY SERVICE*



* Hypothetical relationship diagram for purposes of illustration only.

circles is not necessarily related to the size of the spaces represented. Relationships diagrams, or "bubble diagrams," have a further value in forcing library staff to make decisions on how things should relate and operate.

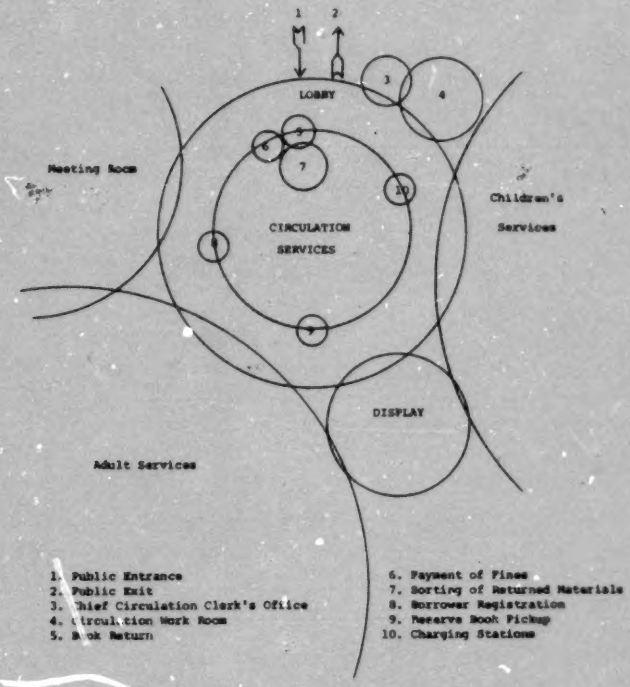
Diagrams also provide a graphic view of a work area showing the movement of workers and/or materials. Use of this technique is particularly helpful in analyzing work rooms for technical processes and circulation. Figure 3 shows a typical flow chart for technical services.

4. Space estimating

The program should include estimates of space for major areas and collections, indicating how the figures were derived. Certain averages have been worked out which can be used to approximate space requirements. For instance, public libraries usually estimate 10 volumes per square foot to arrive at stack requirements. This allows for a 25 to 33 percent growth factor. Seating can be estimated at 25 square feet per person seated at a table or carrel. Disc recordings housed in conventional bins will run from 12 to 17 per square foot, including floor space for the unit and the user. Free standing card catalog units with minimum aisle space will require at least 45 square feet each. Letter files need 8-1/2 square feet, legal files 10 square feet, oversized files 12-1/2 square feet, and microfilm cabinets 15 square feet. Staff spaces can be estimated at 250 to 300 square feet for the library

FIGURE 2

SCHEMATIC RELATIONSHIPS WITHIN THE CIRCULATION AREA*



* Hypothetical relationship diagram for purposes of illustration only.

administrator, 125 to 150 square feet for each professional, 100 to 125 square feet for each clerk, and 150 to 200 square feet for a secretary/receptionist. Conference rooms require a minimum of 25 square feet per person, while multipurpose rooms need 6 to 8 square feet—or 8 to 10 square feet per seat if a platform is provided.

5. Gathering the data

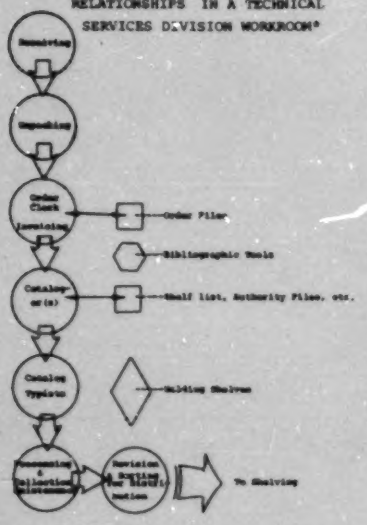
Information for the building program should be gathered from the staff, from examination of other library buildings and from the public. Staff members should carefully detail their requirements and project their needs under different working conditions. Other library buildings can provide new ideas and insights on how to handle typical problems. Since the user has a tremendous stake in the library building, an effort should be made to involve the public in the planning. This may be done by questionnaire and/or by asking a small group, representative of the various ages and types of users, to describe the kind of library they would like. Obviously, their recommendations must receive serious consideration.

6. Length and format

The program must be as long as necessary to cover the library's needs in a comprehensive manner. The omission or abbreviation of important concepts or data is far more serious than the addition of a few extra pages. On the other hand, rambling programs which provide little information are ineffective.

FIGURE 3

SCHEMATIC DIAGRAM OF BASIC FUNCTIONAL RELATIONSHIPS IN A TECHNICAL SERVICES DIVISION WORKROOM*



*Hypothetical relationship diagram for purposes of illustration only.

Information should be presented in a logical sequence, using numerous headings to make reference to particular topics easier. A detailed table of contents or index is essential to the program's function as a reference tool for the duration of the project.

7. Who should prepare the program?

Although data must be gathered from many sources, a program should have a single author. This may be a member of the staff, the library administrator or a library consultant hired for this meticulous and time-consuming job. The decision of who is to write the program should be made early in the project so that ample time can be given to this task.

8. Modification of the program

The building program is a starting point, not a static document, though it attempts to express carefully the concepts and requirements as seen by the staff and public. Additional information and insights will inevitably occur as a result of visiting other libraries, reading library literature and the continuing evolution of library activities and planning.

9. Conclusion

Because of its importance to the project, the building program deserves very special attention. It should be recognized as the official source of information for architectural planning and reference might well be made to it in the architect's contract. By forcing decisions to be made on paper before architectural work is begun, solutions to operational problems can be made under less pressure and with better results. The time and effort spent in the preparation of the building program will be repaid many times during the life of the library building.

The librarian preparing for involvement in a building project is urged to read extensively in this subject before beginning programing activity. Numerous articles will be found in *Library literature* under the topic "Architecture and building—Programming and planning."

Three items of special note are listed below. The first of these is a fairly comprehensive discussion applicable to all types of libraries though written for the academic library. The second entry is an abbreviated statement developed for the small public library. The final citation is a paper presented at a library buildings institute conducted by the Buildings and Equipment Section of the American Library Association's Library Administration Division.

1. Metcalf, Keyes D. *Planning academic and research library buildings.* N.Y., McGraw Hill, 1965. Pp. 251-284.

2. Mylier, Rolf. *The design of the small public library.* R. R. Bowker, 1966. Pp. 22-23.

3. Trezza, Alphonse F., (ed.) *Library buildings: innovation for changing needs.* American Library Association, 1972.

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Mr. Holt is a Library Consultant with Raymond M. Holt and Associates, Del Mar, California.

Update or you're out of date

Library building programs need continuous change

Richard J. Wolfert

Writing the library building program is a long, arduous, time-consuming, soul-searching process for the library director and the library board. So is its updating.

Librarians recognize that frequently a book is out of date upon publication, more out of date when it reaches the library shelves, and often obsolete when used by the reader. Yet, what about the library building program? It is started some years before an architect is engaged. Years pass before construction starts and more years elapse before the construction is completed and the library occupied.

In many cases, the building is out of date within a year of occupancy. Why? Many things may have happened.

Usually the building is too small. Dearth of funds and lack of foresight in the planners are usually the causes of this common concern. Often the building wants flexibility. Too many walls result in a lack of open space to meet the changing service needs. The chances of an addition to the newly completed building are slim because of many factors active in the community: other priorities, scarcity of funds, and "you've had your share."

To make better use of space (whether old or new) a library building program needs continual revision. Some factors to consider are:

Microformatting of materials. Less space for materials (stacks and aisles) and more space for users will be required (tables, chairs, equipment, electrical outlets and lighting) in a change to microforms. Microfilm and microfiche, in addition to books, periodicals and documents, are a necessity today for the increased information resources to meet clientele demands within the limited space available.

Availability of outside services. The ease of acquiring books and audiovisual materials fully cataloged and processed may reduce the need for technical services space. This could release space for materials and users.

Computer services. Computer-produced book catalogs can reduce space for card catalog cabinets. COM (Computer-output-microfilm) reduces further the space requirement for catalogs, but increases the need for user space.

Computerization of business procedures may reduce the space necessary for administrative purposes. The same may occur with manual circulation control files. The computer services often can be secured on a contractual basis from service organizations, and thus no library space is required.

Staff reductions. Although budgetary reductions are the usual cause of staff reductions, efficiency of staff through special training, reassignments and elimination of obsolete services can also reduce staff space needs.

Availability of other library and infor-

mation resources in the community. Space needs can be reduced by making use of other library and information resources in the community. Is the public library providing a duplication of materials which are (or should be) available at libraries in elementary, secondary and postsecondary schools? Are there other information centers that the library should know about and not duplicate (government libraries, corporation libraries)?

Networking. The limitations of autonomous libraries have long been known but, except for the supplementary service from state libraries and the informal interlibrary loans among academic libraries for graduate students and faculty, networking of all types of libraries is fairly new.

Through contractual agreements individual libraries can become members of a network and receive materials and services beyond the scope and ability of the individual participating libraries. Multistate networks are emerging to broaden further the scope and provide greater depth of materials and services to individual libraries. While each library needs to meet reasonable standards of space, materials and service, the network concept includes the understanding that a rearrangement of local library priorities is now a possibility and a necessity. Thus, the building program now is based upon a new freedom and a new responsibility.

The *freedom* is from the constraints of being all things to all people in the community. Networking is the realization of the distinctive roles of each library within the whole. The responsibility is to the network to provide the material and services designated by agreement.

Until recently, continuous revision of the building program has been either the beginning of a promotion for an enlarged building (to make up for past shortsightedness) or an academic exercise, a dream of what ought to be. New factors delineated above give a perspective on what is needed. While new library buildings will and should be built, emphasis will move toward better utilization of existing space.

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Mr. Wolfert is Director of the North Dakota State Library, Bismarck. He is a former Director of the Wisconsin Reference and Loan Library and has headed the Technical Processing Department of the Racine Public Library.

Eager's colorful youth room with its unique shelving

The large basement room in the Eager Free Public Library, Evansville, was originally a bare meeting room. Now it is a warm colorful room for young people through Middle School. (See picture on cover and page 193.)

The ceiling is sky blue and dropped fluorescent lights give a lower ceiling effect. Problem pipes and radiators just under the ceiling are painted to match the ceiling. Pipes a bit lower, which could not be covered, were painted Persian orange to add to the decor. The wall colors range from jonquil to apricot to firecracker (a custom shade of red), and are repeated in draperies and tweedy carpet. Carpeting extends up the steps and over the stage area at one end of the room.

Shelves along the walls from the floor to the bottom of the windows are of pressed wood stained Swedish walnut. They rest on metal brackets which fasten into metal strips attached to the wall. These can be adjusted up or down and sturdy book ends make sections adjustable, also. The entire arrangement is totally flexible.

—Mrs. Marjorie Staffeld, Head Librarian
Eager Free Public Library, Evansville

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Look for the list of new and remodeled Wisconsin public library buildings in the next *Wisconsin Library Service Record.*

Monumentalism vs beauty

in library/media center facilities

Noble E. Rose

Mon'u.men'tal. . . of the nature of a monument; hense, massive and lasting, impressive, colossal, notable . . . Hardly the definitions associated with today's libraries which should be categorized as warm, functional, comfortable and inviting among other adjectives.

Yet, for most of the century, which included the time many of the Carnegie grant libraries were constructed, monumentalism was a major design thrust. A look at architectural history will show that our forefathers sought avenues of stability for the fledgling country, resulting in the borrowing of traditional styles for use in public buildings. Monumental structures set upon high bases and incorporating grandiose and formidable main entrance stairways were in fashion for libraries as well as most other public buildings.

The death blow appears to have been struck to monumentalism as influenced by traditional architectural styles. Today, high labor costs and concerns for barrier-free environments for the handicapped make the construction of such buildings impractical and undesirable.

However, another type of monumentalism exists today. Identified by unnecessary architectural embellishments and/or radical structural forms incompatible with the simplicity inherent in libraries, this type of building has usually been designed for publication in the architectural magazines. It jeopardizes the budget, does not serve the owner's needs and is a put-down to the wants of the community in general. Cliche architecture, here today and gone tomorrow, is a form of monumentalism that deserves no further comment.

Beau'ty . . . that quality or aggregate of qualities in a thing which gives pleasure to the senses . . . This is a definition describing the qualities a new library or media center should possess. I have experienced no problems in establishing an early design concept relationship with building committees or boards when the building design evokes such words as warmth, quietness, comfort, invitingness, serenity. The design process then follows through with the selection of materials, lighting, mechanical system and design forms having these qualities.

In the design of the building, an architect first mentally develops the experiences of patrons in using the building. To what visual experiences will one subconsciously or consciously relate as he first approaches the building and then proceeds inside? The goal is accomplished if the user can relate to these changing experiences and find a feeling of serenity in his quest for material.

What should a library look like today? Certainly not a repeat of the details of a delicate boutique shop, the high profile of a church or the boxiness of many schools

The library should be inviting, nonformidable and have "road appeal." After all, a good building will be an advertisement in itself and will market the product; in this case, it should expose library and media center materials to new patrons. When the library is located within a business-residential area, details of nearby residential architecture should influence the building materials selected and the design of the library. In a commercial area, an architect should de-emphasize the large scale of the library building, incorporate materials possessing warmth and relate to the forms of the commercial surroundings.

Where the community desires a restoration project, the challenge to the architect is greater. It is my strong belief that architects are trained to be problem solvers and therefore they should not shirk renovation projects if it is the true mandate of the community to have one. Recently, a juror of a New York architectural awards competition stated: "The renovations are projects that architects should be doing rather than selling monuments. We will be seeing a lot more of these projects and architects have to learn not to be ashamed or embarrassed about them." I can attest to this statement firsthand with a 1971 library project which involved considerable patience during the design process. Since then, the response of the public has been gratifying and compensating to our entire office, far offsetting the original concerns on the undertaking.

Sensitivity is the key word for an architect in developing the interiors of a library or media center. Sensitivity . . . to the youngster who should be made to feel at home immediately so that good reading habits and long-term pleasures resulting from these habits can be established. Sensitivity . . . for the child to "graduate" from one department to another without trauma. The interior must be planned to allow an orderly transition at the child's own pace. Sensitivity . . . for the adult!

The architect should visualize himself in each of these situations. As an adult patron in a reading area, he might imagine this scenario: he raises his eyes from a book, paper or magazine and finds he is situated within a confined area which to him is not unlike the scale of his own living room. This is possible because his eye level is below the 42-inch-high bookshelf dividers surrounding him. Interior architectural details such as appropriate ceiling forms and properly designed lighting also reinforce the sensation of privacy in an expanse.

Most people need first to relate to large areas and other people and then to secure a degree of seclusion when seated. This need has been satisfied when large open spaces are broken into various functional areas by furnishings and equipment. This phenomenon applies to many occupancies in addition to a library and media center; supper clubs, airport terminals, etc. attest to it.

Since furnishings and equipment are vital to the successful relationship of interiors, the architect should be geared to handle all specification and bidding for them to assure design continuity.

Important to the integrated planning of a library and media center are many other technical requirements. My emphasis here is the development of beauty, the creation of a building having delight. With a new library (or a renovated one), avoid monumentalism in all forms. Incorporate the design qualities necessary to give pleasure to the senses. Consider that beauty is a marketable commodity that will sell library and media center usage to your community. Finally, the architect's sensitivity to all patrons' needs is vital in the planning and designing of a successful facility.

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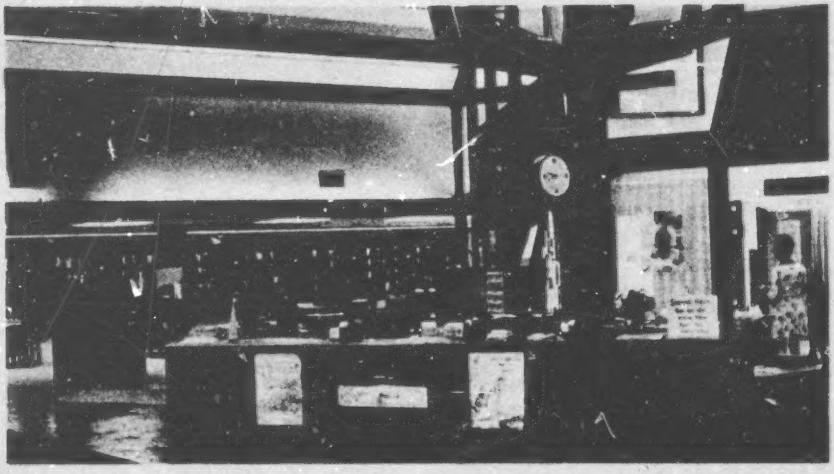
Mr. Rose is an Architect with Knodle-Rose & Associates, Beloit, and is currently president of the Western Section, Wisconsin Chapter, American Institute of Architects.

Tune your design to the user



Sonia Bielmeier

Essentially the library user by his needs creates the basic interior design and functional elements of a library. The librarian or consultant and architect create an effective organizational plan. The interior designer or consultant, or the librarian, organize the specific and separate operating elements into an efficient and integrated whole.

The design of the library then creates the effect. The total effect reflects these aspects:

1. The community and the people who live there.
2. The work of the architect, consultant, librarian, library and city officials.
3. In the final product, the economical and appropriate use of good materials, equipment and furnishings, sensitively put together with rich good old economical color.

The Brookfield Public Library is a new cedar and field stone building. It is 20,000 square feet and was built for $575,000. This included a 50-car parking lot, landscaping and furnishings. The library seats 110 persons and will house a collection of 64,000-plus volumes.

Preservation of the natural environment is the key to the design of the library. Local field stone was used on the exterior walls, and combined with earth berms around the building, provides a low profile for the structure. The hexagon as a natural and enfolding form extends and continues its warm invitation in various ways throughout the library.

A six-sided pattern was used in the entry court and lobby area. The entrance doors are of carved wood panels. Carvings are repeated on two facings of interior columns and along the floor to ceiling windows. Within the lobby area is the circulation desk which serves as the main control area for the entire Library. Two service desks provide additional support. Also included are a lounge, workroom and office area.

Lighting in the core area has been incorporated into the ceiling supports. The entire area is supported by a sculp-

tural wood tree highlighted by a luminous ceiling resembling a skylight. After experiencing the enfolding effect of the entrance one is visually swept upward by the tree form and then by a series of related patterns drawn into the library. In 1974 the library received a national award for lighting design from the Illuminating Engineers Society.

In the wings directly off the core area are the adult and young people's libraries. Over the reading areas, ceilings are low to provide a comfortable living room atmosphere. Ceilings are higher over the stack areas.

The west wing is the children's library. It has reference, listening and reading areas backed up by beloved bean bag chairs.

The adult library features reference areas, study areas, reading areas, lounge areas, a listening and a separate periodical area. The bustle of the periodicals is separated while the area visually remains integrated in the whole.

A muted plaid carpet in earth tones is used throughout the library. The earth tone color scheme is carried out in neutral vinyl wall coverings, the dark shelving and color-keyed uphostered chairs.

On the east, windowless side of the building, chairs and accessories are in hot reds and oranges. As one moves toward the south side of the building with its floor to ceiling windows, the colors become earthy golds and greens that reflect the natural surroundings. The earth tones were used to provide a rich background that lets the library user himself add flashes of color to a changing scene.

Rails have been included all around the building for displays of paintings.

A meeting room with a built-in screen is used for library activities, meetings, etc.

How did it all work out?

We opened to a large crowd that literally ran into the library and tried out everything they saw. Most expressed relief that they now had a place to sit down and room to browse. "Hey, this is nice," became a standard comment.

What users like best is that they have room to meet, room to talk with their friends, room to sit by themselves, and most important of all, easy access to materials for study or relaxation in a warm informal atmosphere.

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Ms. Bielmeier is Director of the Brookfield Public Library and served as her own Library Building Consultant.

Adult-junior books together make Algoma readers happy

A new idea is being tried at the Algoma Public Library. Preparing to move the library into new quarters, the staff decided to combine the adult and junior nonfiction. This involved 5626 adult volumes and 2332 junior volumes.

Before moving, adult and junior books were arranged together by Dewey Decimal numbers. Tables were set up and groups of books were numbered 1, 2, 3, etc. The move was coordinated by a local Boy Scout troop. School children carried boxes of books to the new library where the books were put on the shelves.

Past experience has proven that many of our adult users have a limited reading vocabulary and because of this were not able to find suitable material in the adult section. To show them the junior collection caused embarrassment and sometimes hostility, and on many occacions they left the library with no material or materials they could not read. The new system has eliminated this problem. Patrons are now able to go to the area that interests them and find a book within their reading ability. Many are reading junior books and thoroughly enjoying them.

—Mrs. Ann C. Schmitz, Head Librarian
Algoma Public Library

Saving energy is today's game!

Heat, cool, ventilate and light with care

John H. Tingham

Energy conservation should be the name of today's game! The recent energy shortages (with threats of more to come) have served notice on our society that the law of supply and demand has not been repealed.

In addition to the normal conservation responsibility borne by all of us, a library/media center has an additional charge. In its general role as a teaching agent, the library should instill in its users an energy conservation consciousness which can carry over into other phases of their lives. To the extent that such attitudes are "caught, not taught," the library must contribute to the goal by example if not by program.

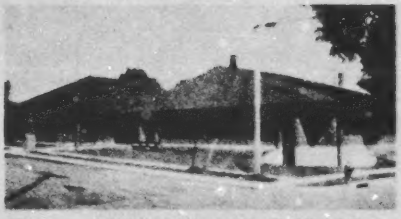
Libraries vary widely in their physical facilities and thus have various degrees of energy-conserving possibilities. Where an entire building is involved, there are many more factors to consider — but there is also more help available. The Department of Public Instruction has produced a *Fuel Emergency Guide* for schools which, in large part, is also applicable to library buildings. Copies of this guide are available free from the Department.

In the construction of new library buildings or major remodeling of existing structures a prime consideration is to make energy conservation one of the criteria in the design or re-design of the building and its mechanical components. This should be discussed with the designer (architect or engineer). Without this initial consideration, there is little which can be done to effect major savings.

In any library which is only a portion of a much larger facility, the range of energy use is quite limited. Heating, cooling, ventilation and lighting are the prime targets for accomplishing and teaching good energy utilization.

Winter heating provides the least opportunity for long-term energy savings. Though state codes allow a temperature setting as low as 67°, it must be recognized that library use is not physically active and a minimum temperature setting would probably be too uncomfortable for most people. Humidifying the air will allow some degree of temperature reduction with comfort, but the process of humidification is itself an energy user. An efficient heating system, adequate controls and an attitude of energy concern by the people operating the controls will serve to provide maximum savings.

Cooling, if provided, can be controlled to save a relatively larger portion of its required energy input. It has been estimated that three percent of the average energy use can be saved for every one degree of temperature setting increase in cooled areas. In reverse of the heating situation, dehumidifying warm air can improve the sense of comfort at higher temperatures.



The new $425,000 Platteville Public Library opened in June, with about three times the space of the old building, the circulation desk in the center of the building, and facilities to allow for expanded services and expanded hours.

In response to the need for conservation, ventilation requirements in Wisconsin library areas were recently reduced to the minimum found by the National Bureau of Standards as necessary for odor control. The new code further allows that ventilation fans need not be started until one hour after the building is occupied in the morning. These factors are generally beyond the control of the person in charge of the library except when plans are being made for new or remodeled facilities.

Lighting holds the greatest promise for the library to demonstrate good energy utilization. Past practice has called for the entire library to be uniformly lighted to the level required for the most critical visual task. Cost considerations have also dictated a minimum number of control switches for the large area involved.

A number of operational practices and design changes can substantially improve lighting energy utilization:

1. Turn off unneeded lights. It may be necessary to provide switches for smaller sections of the lighting system in order to take advantage of this practice.

2. Provide two-level lighting by areas. This can be done by providing separate switching for each lamp in a two-lamp fixture or for each pair of lamps in a four-lamp fixture.

3. Use low-level general lighting throughout the library with individual lamps to provide the increased brightness needed for critical work in small areas.

4. Select study carrels with light-colored interior finishes and attach unit lamps for lighting. General table-top lighting levels are reduced to almost one-half when an area is surrounded by the usual dark carrel walls with a student in study position.

5. Use light-colored finishes on the ceiling and upper walls of library rooms to reduce brightness contrast between the lights and their surrounding areas, and to increase the effective size of the light source.

While normally some of the above suggestions involve costs in effort, convenience and dollars there may also be benefits beyond energy savings. Business and industry appear to be recognizing that non-uniform lighting in offices and work areas improves the visual environment and can favorably affect a worker's attitudes, well-being and performance. While measurement would be difficult, we can intuitively sense that there could be comparable effects in libraries.

Some recent developments which have yet to find their way into common acceptance and usage may make good lighting energy utilization easier in the future. Electrical power layers in and under carpeting will make it possible to connect small lamps at any location in the library. Dual or triple level fluorescent light ballasts will allow the same ceiling fixture to be operated at two or three lighting levels by a simple switching procedure. Improved lamp efficiencies will give more light for the same electrical input.

The teaching effect of good energy conservation practices will be, in any case, directly proportional to the extent to which library users are made aware of the fact that such practices are undertaken for a specific purpose.

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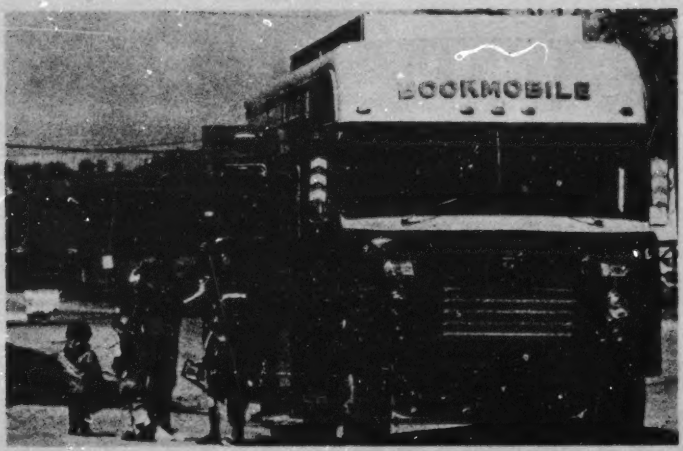
Mr. Tinglum is a School Facilities Consultant in the Department of Public Instruction.

Mobile libraries serve



One book in 16 borrowed in Wisconsin comes from a mobile service unit.

Maurine Barnett Lesperance
Kathleen Imhoff

The first modern mobile library service in Wisconsin began in 1936 with a bookmobile in Shawano, followed in 1940 by a second bookmobile purchased by federal Works Progress Administration funds and sponsored by the American Legion Posts in Grant, Iowa, Crawford and Rock counties. Another early "mobile" service was the traveling collections of books distributed by the Wisconsin Free Library Commission in an attempt to provide more service to rural residents.

The federal Library Services Act began in 1956 to provide money for service to rural residents. Between 1956 and 1968 some of this money was spent for bookmobiles to demonstrate library services in rural areas; La Crosse, Ashland and Fennimore were among the places starting bookmobile service.

Now, in 1975, there are about 22 bookmobiles, five special service vans, two book trailers and two mobile libraries operating in connection with 17 public libraries or library systems in the state. These mobile services are supported by city, county and public library system funds, or a combination of these funds.

Mobile service is more than just a traveling collection of books. Besides a basic book collection there are records, pamphlets, magazines, 16mm films, super-8 movies, filmstrips, cassette tapes, art reproductions and even comic books available to most mobile library users. Such services as reference, readers' advisory and interlibrary loan are the rule in most mobile set-ups; several counties also offer storytelling.

Almost half of the mobile units offer service to public and private schools, but this emphasis is changing as school library media centers improve. Often bookmobiles are used to demonstrate library use to preschoolers. The city of Milwaukee offers a special service to people over 60; it is safe to say that mobile libraries serve people of *all* ages.

The hours and places of service of mobile units are extremely varied. The units stop whenever there is a need, and this includes post offices, shopping centers, town halls, stores, churches,

schools or a wide place in the road! Hours differ, but include morning, afternoon and evening. Many units offer Saturday and a few even Sunday stops. On the average, the shortest stop is about 30 minutes, and the longest about three hours. Among exceptions is one stop of 17 hours!

The areas served by Wisconsin bookmobiles vary from eight square miles in the city of Kenosha to the 8333 square miles in the Northwest Wisconsin Library System headquartered in Ashland. The variety of service hours and places illustrates the way the mobile library must tailor its service as much as possible to the communities it serves.

Mobile library service in Wisconsin, as elsewhere, is constantly changing; each year brings new schedules, expanded services and new priorities. To share ideas, problems and solutions, an informal group of mobile service staff members has been meeting periodically during 1975. First a January planning meeting was held at the Marathon County Public Library, Wausau. An April workshop centered on public relations, one in September on staff problems.

The bookmobile group is in the process of establishing a round table in the Wisconsin Library Association, and is planning a series of Educational Telephone Network programs and workshops. With these meetings and the work on common concerns, hopefully mobile library service in the state will continue to improve. The circulation from all mobile service units in the state was 1,346,524 in 1974. This is about six percent of the state's total public library circulation, and points out the important place of mobile libraries in the total picture of library service to all.

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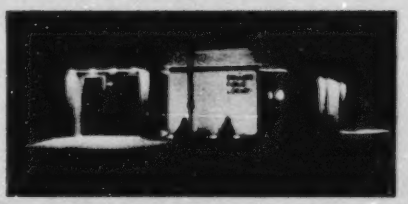
Ms. Lesperance is Extension Librarian for the La Crosse Area Library System, headquarters at the La Crosse Public Library. Mrs. Imhoff is Director of the Bureau of Public and Cooperative Library Services, Division for Library Services.

Brillion invites users



The Brillion Public Library was planned, designed and constructed to make it useful, interesting, inviting and comfortable.

The building exterior is brown glazed brick with matching mortar and bronze aluminum trim. The exterior has time-controlled decorative night lighting (recessed lights in the soffit and in the lawn). Interior walls in public areas are of the same brick. Other walls are covered with rugged vinyl. Bronze insulating glass windows at building corners allow walls to be fully utilized for shelves.

The unusual ceiling consists of 84 five-by-five-foot modules providing an integrated system of lighting, air conditioning, heating and sound control. The carpeted main room is wired for the convenient use of audiovisual equipment. Other features include heating cables in the walks, a service entrance, conference room, storage rooms and a lounge.

A mechanical smoke detector system will activate a fire alarm. There is a 20-car black-topped parking lot, a bicycle rack and a separate metal building for yard tools.

While this new facility is complete, it is designed for future expansion without disrupting library services during construction.

—**Mrs. Lynabelle Habermann,**
Head Librarian
Brillion Public Library

Shop library, grocery, bank at one stop in Greendale

A popular fantasy of people-oriented librarians might be to be set down right in the middle of where it's all happening, on the way to and from all the important places in town. This fantasy became a reality in Greendale last year when the new public library was opened in a storefront in the local shopping center, down the street from the bakery, the liquor store and the drugstore, across from the local bank, the five and dime, and the grocery, and around the corner from the hardware store and the beauty shop.

When Greendale was built in the thirties the public library was in the Community Building which also housed the local school. As the Village grew the school took over more and more of the library's space until in 1968 the library was moved to a corner of the high school library and was open to the public seven hours a week.

Greendale opened its new full-time library in the old Kroeger store in the village center in July, 1974. In one giant leap the library became a full-fledged institution with people, old and young, making demands as if we'd always been there. Our circulation went from 500 to 8000 in a month. Not that our success is entirely dependent upon our location. People who know they need a library will find it wherever it is. But it helps when the one-stop shopping trip includes the local library.

—**Ceci Chapple,** Director
Greendale Public Library

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The listing of new and remodeled public library buildings in Wisconsin, which in the past has been included in the physical facilities issue of the *Wisconsin Library Bulletin*, will be published in the *Wisconsin Library Service Record*. The next edition, 1975, is expected in 1976.

Oneida has unique displays

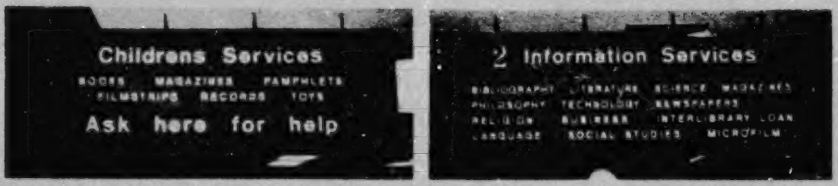
A branch library was included in the 1973 Community Center at Oneida to replace leased space at a local church. Planning called for 1000 square feet with possible expansion in the future.

The library was located directly off the main lobby and adjacent to the public lounge. In designing the public lounge area, the possibility of enclosing this space for library expansion was a prime consideration. Now, the public lounge is used for informal reading groups and special programs provided by the library.

A glassed display space separating the library and the public lounge is used for historical artifacts of the Oneida Tribe and for other educational and reading materials. The space extends from floor to ceiling and is divided into four sections to permit exhibiting different types of displays. Each section is lighted by a vertical incandescent light strip on each side. The entire display case can be viewed from both the library and the public lounge.

—**Louis J. Barone,** Architect,
Nichols-Barone & Associates, Inc.
Green Bay

Signs help users of Sheboygan's new library



Signs for Sheboygan's new Mead Public Library are clean, crisp, colorful and to the point. Two examples of the Library's signs are shown above. The first, which hangs above the Children's Service desk, is made of white plastic letters set on a bright red plastic background. It was made as concise as possible so that children could grasp the entire message quickly.

The Library's former Reference Service was renamed Information Services and the work was divided between two desks, which were numbered 1 and 2 for ease of referral. Above is shown the sign above desk 2. It consists of white letters set on a bright green background. It lists, as does the sign above desk 1, those subject areas and materials with which patrons may expect to receive help at that point. The sign at desk 1 is composed of the same colors.

Other signs in the Library are located in the lobby, white letters on black plastic, showing directions to the meeting room, adult department and children's room; above the circulation desk, white on red; and at the card catalogs, explaining their division by author, title, and subject. Signs were made by Don Kieffer Signs of Sheboygan.

—**E.R. Kunert**, Director, Mead Public Library, Sheboygan

Local history, sunny work areas attract Door visitors

The new Door County Library has two features that are of more than passing interest to many visitors. There is a third—the Miller Art Center—but that is a story in itself.

The Wisconsin and local history room, located behind the chargeout desk for ease of control, is a small but pleasant room, with shelves for books; counters for work space; drawers, files and cupboards with space for pamphlets and clippings; and 115 years of microfilmed local newspapers. It has materials and space for the researcher as well as the casual browser. None of the material circulates, although there are circulating copies of many of the more recent titles.

Librarians find the large and sunny room which is the work area quite different from similar areas in many libraries. It is really a multiple-purpose room, serving as the headquarters for the county system, so there are conference tables and chairs at one end of the room for the board and staff meetings. It also provides space for book ordering and processing and for bookkeeping, and has a mending area and supply cupboards. Mail and other deliveries are made to a counter just inside the ground-level rear door. Gold carpeting and desks, with wood cupboards and hanging plants make this a most pleasant place to work.

—**Mrs. Jane Greene**, Director, Door County Library, Sturgeon Bay

Library becomes media center

Or, be sure the kick plates and jamb covers are on!

Sharron A. Cavness

The physical conversion of a traditional school library into an instructional materials center should begin only after an initial study of the possible alternative for remodeling has been completed. Prepare for this study by visiting other IMCs and consulting national and state guidelines for standards. Involve students, staff and community members in the study to help determine the functions of the new IMC and remodeling needs. Interest and support are necessary as funds must be available and committed to the media concept before any physical changes can take place.

Examine the existing facility, the curriculum, the users and the types of services to be offered. List exactly what is needed for the program that will best serve your particular situation. Diagram the present facility and note the physical changes necessary to accommodate the inclusion of media. If more space is needed, consider using the present surroundings for expansion or moving the entire facility to a different larger location if possible. Our IMC was moved to an area formerly occupied by a classroom and a storage room which bordered the cafeteria. Removing a wall allowed floor space to be incorporated from this cafeteria. This remodeling effort dealt with changing the existing conditions in the classroom storage room and the new construction necessary for the expansion.

Though each center is unique, certain basic points became evident in our remodeling process and could be identified and studied by all those contemplating remodeling: flexibility, multiple-use space requirements, furnishings, light control, electrical power, acoustics.

Some traditional furniture may have to be replaced with easy-to-move, multiple-use items that will allow for greater flexibility of space: bean bags, mobile bookcases, etc. Pegboard can be added for display and storage of media bags containing books, tapes, puzzles, games. Carrels should be provided with electrical power outlets. Simple, inexpensive carrels can be made by using any conventional library table and panel dividers made of acoustical materials such as cork. Portable equipment can be used in these carrels by adding shelves and electrical inputs from a plug mold.

Shelving may have to be re-arranged to accommodate the media materials and the revised floor plan. Make sure that existing or added outlets, heat/light controls, heating ducts, projection screens, etc. do not interfere with shelving needs. You can explore the idea of intershelving of print and nonprint materials by purchasing multimedia shelving for one curriculum unit of the Dewey Decimal System.

Because audiovisual equipment is often bulky and transported on movable projec-

tion carts, doorways may have to be enlarged to accommodate their size and mobility. Make sure that equipment traffic patterns are free from obstructions. It may be necessary to add kick plates and jamb covers to doorways where equipment must pass through.

Light control is also a remodeling factor as the new IMC will have to be darkened for some types of viewing, and yet there must be some means of illumination for other areas and activities. Room-darkening shades may be added to control natural light from windows and dimmer switches may be used in existing switchplates.

The many electrical devices used in today's IMC accentuate the need for special consideration of the facility's wiring capacity. Plan for the wiring system to be adaptable to the immediate and future needs of the IMC. Providing too little capacity is a more common mistake than providing too much. Enlist only qualified persons to complete the electrical changes necessary, as safety is especially important when students are interacting with electrically operated equipment.

Enough circuits should be provided to allow *simultaneous* operation of several pieces of equipment. To assure flexibility in the use of equipment, provide a sufficient number of electrical outlets in a variety of locations: floor, ceiling, wall or all three. Also, allow space for communication lines and intercom units.

Students and machines working together do produce a higher level of sound than that found in the traditional school library. However, some sound control is desirable and to help curb disruptive noise, use sound-reducing materials in construction (acoustical ceiling and carpeting help reduce noise level). Anticipate noise-producing areas and arrange them away from "quiet" areas. Be sure to check state regulations and specifications concerning all aspects of remodeling as this aspect varies from state to state. Violations may be costly to rectify.

While many factors are important to the remodeling, the most vital is the attitude of the specialist in charge of the process. An understanding of the multimedia approach to learning and a wholehearted acceptance and commitment to this philosophy is the key factor to the successful conversion of a school library into an instructional materials center.

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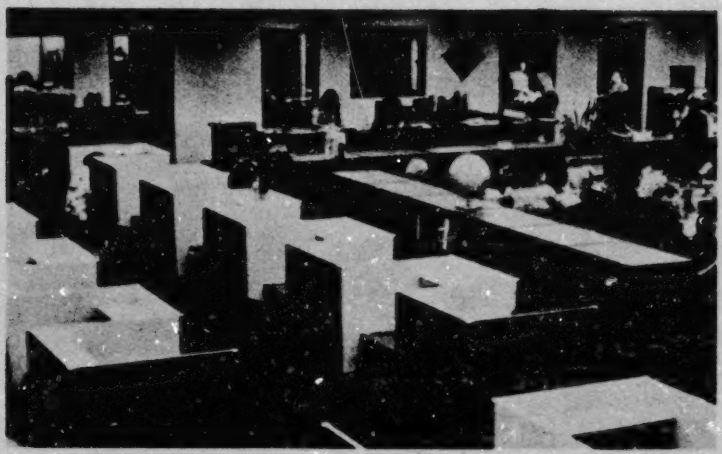
Mrs. Cavness is the Media Specialist for the West Central Elementary School, Francesville, Indiana, and part-time Instructor for Purdue University.

MIDLNET representatives

The MIDLNET (Midwest Region Library Network) Board of Directors includes Mrs. Nancy Marshall, Wisconsin Interlibrary Loan Service; Joseph Treyz, University of Wisconsin—Madison Libraries; and W. Lyle Eberhart, Division for Library Services.

As big as a gym



Gaetanina Balistreri

The library is the hub of all educational activity. If it is to serve the total instructional program, then the library must be as big as the gym. Fortunately for West Allis Central High School, which has about 1500 students, in grades 10 to 12, this was the thinking of its principal, Dr. Leonard A. Szudy, at the time a new school was being planned.

If the fall of 1973, Dr. Szudy's philosophy became a reality when the new school opened with an Instructional Material Center as big as a gym. The new building consists of a remodeled school with additions on three sides. The gym in the old school was divided into two floors. The second floor became the IMC.

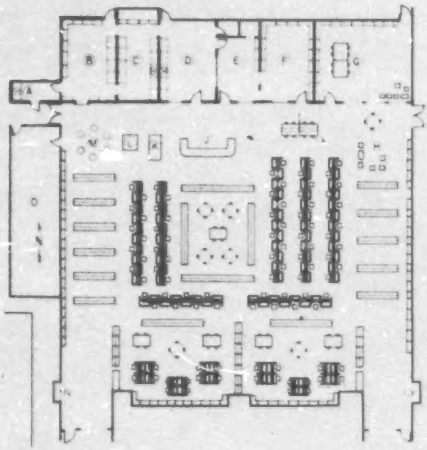
The 13,100-square-foot rectangular complex with entrances at each corner is in the center of the school. Since funds did not provide for the construction of resource centers, 9000 square feet were divided into resource and other areas. The remaining 4100 square feet were developed into offices, production, storage and conference rooms.

Planned with an emphasis on independent study, the IMC seats 177 students; 96 of these are at carrels. Seventy-two of the carrels are arranged in a Greek key pattern. Fifty-six of the carrels are dry although floor outlets make electricity available.

The volume capacity of the IMC is 39,000 with room for expansion. The present integrated collection of 19,000 books and 11,000 items of audiovisual material is arranged according to an open shelf policy.

At the south end of the IMC, walls of the old gym and new open double-faced stacks provide ideal partitions for the development of a language and a social studies resource area, each with a seating capacity of 24 using both tables and wet carrels. This arrangement affords ideal access to the materials. On the west side of the room is the social studies area housing the history and geography materials with related social sciences adjacent. The sciences and the arts are also shelved on this side. From the center of the room on the east side, the foreign language and English materials are housed in the language resource area, with biography and fiction located nearby.

West Allis Central HS IMC includes resource centers



A. Dark room
B. AV office and storage
C. AV production lab
D. IMC processing office
E. IMC director's office
F. Periodical storage room
G. Professional library—conference room
H. Periodical area
I. Index table
J. Charging desk
K. Card catalog
L. Vertical file
M. Leisure corner
N. Display cases
O. Undeveloped area
Resource centers at south end of IMC

One of the unique features of the centrally located IMC is that its heart and pulse, the reference collection, is situated at the core of the IMC itself.

The charging desk, centered at the north end, is strategically located for circulating materials as well as for control of activities. From this position there is an unobstructed view of all areas. To the east of the desk is the periodicals area. Current periodicals are shelved against the wall. Back issues and microfilm are available at the pass-through window in the periodical storage room.

West of the charging desk is a 90-drawer counter top card catalog, the vertical files and a corner for leisure reading and listening. Also at this corner is the audiovisual storage room with a pass-through window where tapes and other audio materials are taken to be played on the 12-channel wireless system. Requests are also made at this station for head sets and additional equipment.

The decor is pleasing and warm with off-white walls and grass-green carpeting. All furnishings are in spice and contrasting shades of green and gold with one accent in tomato red.

The facility is extremely functional, but occasional problems do arise. The 10-inch deep shelving presents a problem in placing large kits. Ideally, 12-inch shelving which was used only in the reference area could have been used throughout because of the integrated concept. The audiovisual office should be larger since the total AV program is coordinated in the IMC. An increase in AV production warrants a larger laboratory. An additional conference room is also needed. The room problems, however, could be solved in the future since there is a 45x22-foot undeveloped area on the west.

What has been the reaction of students and others to all this? "Wow, this is really neat!" "I like it up here, I can study." "I travel around the state a lot; this is unique!" "It's warm and alive." "This was the gym?" Judging from all the activity and from an average student use of 90 per hour, and at many times reaching capacity, the West Allis Central High School IMC has to be "As Big As A Gym."

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Miss Balistreri is Director of the Instructional Materials Center at West Allis Central High School.

Learning happens with Taylor's integrated shelving

Marilyn A. Stalheim

In 1971 Taylor schools had a small classroom collection of library books for each grade and a few book shelves in the back of the high school study hall, with all other media carefully filed in metal drawers in teacher cupboards. The professional staff was myself, the English teacher who ordered and processed books during assigned study halls.

The necessary catalysts for change were *Planning for school library/media programs, 1972-1975* (from the Department of Public Instruction) and the elementary building project. The elementary instructional materials center was a reality by 1972. Then, as we studied the green guide in an attempt to create the best possible learning climate for Taylor's rural and village children within the red-carpeted elementary IMC, we planned the metamorphosis of Taylor's rows of lift-top desks study hall.

The resultant changes breathed life into the educational philosophy of the "Standards" that students "in order to be educated must learn how to think and use disciplined inquiry in idea examination." Taylor's Media Policy Book, the outgrowth of the IMC Director's graduate audiovisual courses at University of Wisconsin—Stout, reiterates this student right.

Interpreted, the Taylor IMC concept is simple: provide each student with the information he needs at the moment in whatever format best meets his needs and skills. Student "hands-on" activities via viewing, listening and manipulation of machinery and media are encouraged by the IMC Director and aides for all grade levels. The completely integrated shelving and card catalogs further encourage student learning from all formats: books, filmstrips, disc recordings, film loops, slides, transparencies, cassettes, kits, simulation games, flannel graphs, models, realia, study prints, puzzles, etc.

The IMC idea was incorporated into the high school program in 1974. First we only moved out the desks and added the most needed element—staff. DPI Consultant Richard Sorensen answered our plea and advised us in our facility planning, and thus our ugly duckling evolved into a refurbished, carpeted, wired and furnished 7-12 IMC. It is working proof that small schools can provide meaningful learning environments, materials and service to their students. Impressive too is the fact that Taylor has accomplished the establishment of two IMCs with all district monies!

Certainly we've miles to go—but the Taylor Board of Education is supportive. This fall a new VTR (video tape recorder) and camera will be in use. We anticipate increased use of our five-school consortium interlibrary loan and an eight-school cable television hookup is imminent.

Taylor's IMCs are totally unscheduled. Simultaneous story hours, research, individual study and use of the TV and listening-viewing centers are usual and encouraged. They are proof that media to be most effective are and must be more than just teaching tools. They need to become learning tools. Our IMCs make learning happen!

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Mrs. Stalheim is Instructional Materials Center Director of the Taylor Joint School District, No. 4 et al.

Space from your program design

Users, philosophy and site determine space patterns

Dorothy K. Unger

A unique opportunity and challenge face the writers of program designs which determine the building that will best fit the educational process.

The writing truly reflects local needs if it is the work of a planning committee which includes faculty members, school administrators, parents, community representatives and students, on the general committee and on all subcommittees. The specifications represent the written communication from the committee to the architect describing the educational program and activities the new school will accommodate along with other functions of the building. This written program describes briefly and clearly what and how students learn, the manner in which they will be taught, activities to be housed and people involved.

The writing starts with a statement of philosophy, of objectives, and of role of the teacher for the school. Then the departments within the school state briefly their philosophy which must be compatible with the total school philosophy. Each department provides, also, the following information: basic objectives; purpose of room or facility (type of space, area room to serve, etc.); kind of instructional program envisioned for the department; anticipated methodology that might affect the building; community use of the department; additional general statements necessary to augment the scope of previous statements.

Specifications include spatial relationships of school plan to site, interrelationships of one instructional area to another and to noninstructional spaces, equipment and furniture to be housed, and special provisions which deal primarily with environmental conditions of the school. Details which concern the size of furniture, equipment, and special utilities are excluded.

The statement of philosophy for the Media Center Program for the new high school in Oshkosh (North High School) was formalized to read:

> "The Media Center is a learning center in the school where a *full range* of materials and accompanying services are *readily accessible* to students and teachers. It represents a *unified* program involving audio-visual and print resources with a *single* administrative organization and with staff of competent specialists and supportive personnel.
>
> "The Media Center's program provides learning opportunities for large groups, small groups, and individuals. The focus is on facilitating and improving the learning process with emphasis on the learner, on ideas and concepts, and on inquiry.
>
> "The most effective media program requires an on-going partnership between media specialists and teachers,

supplemented by relationships with other specialized school staff members."

The members of the planning committee felt and stated, "It is the responsibility of the head of the Media Program in the school to administer and to direct the organization of *all* materials in the school. Although materials are present throughout the school, they do not become the permanent property of teachers or departments."

Space specifications were defined as follows: "The Media Center must provide adequately for reference and information services; materials; reading, listening, and viewing activities; Media Center staff work and activities (processing, repair, maintenance); storage; and for individual, conference, and classroom uses."

The committee recommended that the Media Center accommodate 15 percent of the total school enrollment handled in a *modular* way with several areas within the one center and with maximum capacity of 100 per area and that satellite centers accommodate an additional 15 to 25 percent of total enrollment with these satellite centers adjacent to or in close proximity to the main center as well as to the departments.

The Media Center concept anticipated curriculum changes in many departments and, therefore, was to include flexibility for meeting innovative instructional methods.

The program, as stated in the specifications, was to be designed to include providing "the student with opportunities to create and produce materials."

Also included were provisions for coaxial cable and boosters for closed circuit television for the entire school.

Aimost every department asked for a satellite media resource area to serve its instructional needs.

The architect interpreted the specifications and provided an "open concept" school plan. The Media Center at Oshkosh North is at the heart of the school. It consists of two levels joined by a circular staircase at the center of both floors of the academic area with spokes radiating out into and serving the department areas. Language Arts, Social Studies and Home Economics, and central media services (indexes, periodicals, reference and circulation) are on the upper level. Mathematics and Business Education, Sciences, and Guidance are on the lower level. The Industrial Arts, Fine Arts, and Physical Education areas are located in a one-story part of the school and are served by the one "remote" resource center area. A television studio and a media production laboratory were provided.

A unique design was achieved which avoids built-in obsolescence and is versatile, convertible and expansible to adapt to changes in the curriculum, program and even educational philosophy.

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Mrs. Unger is the Media Center Department Chairman of Oshkosh North High School. She was a member of the planning committees that wrote educational specifications for the open-concept Jacob Shapiro Elementary School and for Oshkosh North High School.

Statewide union list study

The Council of Wisconsin Librarians (COWL) has an Ad Hoc Committee working on development of a *Statewide union list of serials*. Members are Joseph Boisse, University of Wisconsin—Parkside, Chairman; Jerome Daniels, UW—Platteville; Reginald Laswell, Marquette University; Nancy Marshall, Wisconsin Interlibrary Loan Service; William Moritz, UW—Milwaukee; Jean Rowley, UW—Madison; W. Lyle Eberhart, Division for Library Services. Representatives of intertype library councils attended the initial meeting on September 10.

O say, can you see?

DeLong students produce many of their own visuals

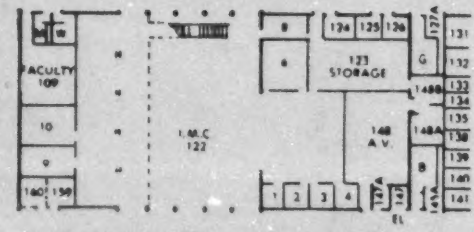
Preparing a wall display using the opaque projector

Lee Lewer Gabriel

Perhaps influenced by Alvin Toffler's *Future shock* or just by student requests for pictures, the instructional materials center staff of Eau Claire's Homer DeLong Junior High School is convinced that visuals are an important part of today's education. During the past school year, teacher-assigned projects and student options made increased demands for visuals of many sorts. Production activities abounded. DeLong teachers require such things as: visual aids for speeches; authentic background scenery for puppet shows; pictures, charts and maps large enough for classroom display; well-chosen slides that report specific facts or represent particular viewpoints; and 8mm films that really tell a story. Some students devise and present multimedia reports that use slide pictures projected onto maps, or transparencies with information projected onto wall-mounted charts. Evidently students are developing that visual literacy of which we have heard so much.

To satisfy the need for prepared visuals and to make student production possible the DeLong IMC has been specially planned and arranged. Located in the center of the academic areas and easily accessible to all, the IMC houses both the print and the nonprint collection. Immediately adjacent to the materials collection are a large audiovisual production area, a supply area and the audiovisual equipment storage room. This arrangement gives students ready access not only to a wealth of materials but also to production supplies and the necessary equipment.

On hand to help the student are two professionals, a librarian also trained as a media-generalist, and an IMC director with technical training in audiovisual production. Assisting the professionals are four highly trained aides who work with students to find materials and carry out production techniques. With a school population of 1450 these six people are often not enough. Teachers whose students are working on various projects also assist, along with other teachers assigned to the IMC. Youngsters who have worked in the library and in the audiovisual production area serve as student helpers.



The DeLong IMC is a two-story facility with the academic areas on either side located above one another. The television studio is on the upper level. The plan shows the lower level. Keys to the IMC area are:
1. Librarian's office
2. Aides' office
3. Projection area
4. IMC director's office
6. Periodical room
8. Viewing room
9, 10. Seminar rooms
123. Equipment storage
148 A.V. AV production area
148A, B. Dark rooms
Space between 122 and 148, Project work area
Space between 122 and Faculty, Shelving for print and nonprint collection

Listed below are the tools necessary for DeLong's visual production program:

Copy stand with attached lights
35mm single-lens-reflex (SLR) camera with macro lens
Miscellaneous photographic equipment
Miscellaneous photographic supplies; film, acetate, chemicals, etc.
Refrigerator for storage of film
Dark rooms with processing equipment and supplies
Photo modifier and processor
Photographic enlarger
Primary typewriter
Lettering supplies
Paper of various sizes and types
Diazo equipment and film
Dry mount press
Thermofax
Book copier
Light table for sorting slides
Super 8 camera
Editing equipment
Overhead projectors
Opaque projectors
Slide projectors
8mm projectors
Filmstrip kit
Filmstrip projector
Projection screens
Flat wall surfaces for tracing

Obviously the cost of such equipment, maintenance thereof, and the necessary supplies, is a major budget concern. However, with today's needs for visual representation becoming more and more apparent the cost seems a necessary part of the educational program. Equipment is purchased with maintenance and future operational costs in mind. Long-range use and possible additions have made good equipment a better investment than less expensive and less useful pieces. To help reduce expenses student-produced items become the property of the school and, when useful, part of a source collection for other students. However, a student may keep his or her work by simply paying the cost of the supplies.

Because prepared materials are a necessary part of student-produced visuals the print collection has taken on new importance. Some print materials are chosen primarily for their illustrations; clarity, authenticity and the ability to be reproduced are selection criteria. DeLong's print collection includes an ever-enlarging number of oversize books with lots of pictures. Since these are copyrighted, copyright regulations must be respected. Reproduced pictures are used only for school work and on a temporary basis; when such use is expressly forbidden no copy is made and other materials selected.

With DeLong Junior High's provision of space, equipment, supplies, trained personnel and budget allowances student productions will, no doubt, continue to increase as part of the educational program. At DeLong students can say, "Yes, I see."

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Ms. Gabriel is Librarian-Media Generalist at DeLong Junior High School, Eau Claire.

Library gives special help

What does a private school staff do when they envision an exciting new library concept, but don't have the funds to make it work? If they believe in it enough, as the staff at Marinette Catholic Central High School did, they take time during the summer, and after a time and with their cooperative effort, they have their library.

The concern was to make the library as efficient, as pleasant and as culturally stimulating as it might be made. Two special types of students were kept particularly in mind...one, those who had difficulty in class, and two, those who needed further challenge beyond the normal class level.

And so the library, completely carpeted and pleasingly decorated, is a resource center, a lending library, a center for reading improvement, a cultural center and a study hall. The students are surrounded by books, attractively displayed; artwork both student and professional is evident. Because it is so easy for students not to get the library habit, a small study hall forms the nucleus of the library each period.

The room itself is divided into four areas: for group study and group work on projects; for silent study; for reading improvement, with trained paraprofessionals working under a reading specialist to help students; for special study in research carrels, for students having difficulty and for those able to go beyond normal class limitations with help from the librarian.

Students with reading problems are given special attention on timed readers and with specially chosen books. Students behind the class listen to specially made cassettes of the class. Music—jazz, classical, vocal—is available for the putting on of earphones. For those working independently, the librarian is in charge of independent study units and has an array of filmstrips and other materials at her disposal.

Were the loss of vacation time, the effort, and the problems of a library-study hall combination worth it? So much so that a further expansion is planned including a delightful reading room. The library and its results are sources of pride for both the staff and the students at Marinette Catholic Central High School.

—**Harold Zaborik,** Principal

Media at the center

The newly remodeled instructional media center is located in the center of the Medford Junior High School. Within this complex are facilities to offer all students reading, viewing, and listening resources—services vital to the total program of the school. Added office/workroom areas will be used for professional duties such as processing and preparing books for shelving, typing, etc.; housing of back periodicals and audiovisual software; and office space for the head librarian and aides. Three new conference rooms will provide students and teachers with space for small and large group inquiries and the previewing of audiovisual software.

—**Robert Kieslich,** Assistant Principal
Medford Junior High School
Title II Coordinator, ESEA
Elementary and Secondary Education Act

No walls—guided freedom

The instructional materials center at Royal Oaks Elementary School in Sun Prairie is about one year old. From the beginning, there has been a most positive attitude toward the IMC by students and teachers regarding its importance and the necessity of its existence for the total learning atmosphere in the building.

Royal Oaks is an open concept building, with the physical arrangement of the IMC such that the teaching stations surround it. Mini-reference centers are located on carts strategically placed on the outer edge of the IMC. Maps and globes also are so located and all the books, tapes and filmstrips are intershelved. There are no walls in the area; thus accessibility to the IMC from the teaching stations is at a maximum.

The IMC is a pleasant and comfortable place in which to study and learn. Seating with tables provides for approximately 20 percent of the student body at one time; numerous floor cushions are added. Attractive and colorful student-made art projects hang from the ceiling or are located on shelves and counters. The wide expanse of carpeted area adds to the openness.

The IMC is available for student and teacher use throughout the school day. Teachers and students may put some restrictions upon themselves, however. The IMC is not a place to go when there is "nothing else to do." There may also be the tendency to use the IMC as a reward, i.e., "You've completed all of your assignments for the day and have been a good student. You may go to the IMC." This is discouraged. Rather, students are encouraged to use the IMC when they have a task before them. The tasks may vary considerably, from a science research project to playing a mathematics or reading game with a partner, to listening to a music tape for appreciation.

The IMC sets up a few but explicit rules. There is a "hands on" policy for all students, kindergarten through grade six, to use any of the materials and equipment in a quiet and orderly manner. Along with this privilege go the corresponding responsibilities of using the materials/equipment in an appropriate manner and returning them to the proper place when finished. Only materials used overnight need to be checked out. All materials used by a class for the day in a teaching station are returned at the end of the day.

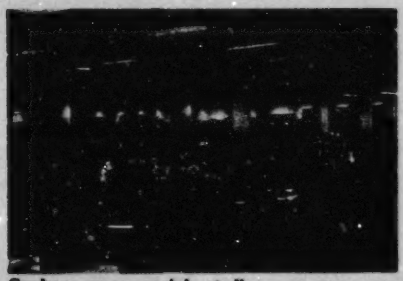
A free flow of students from the teaching stations to the IMC exists, yet there is guidance; there's a casual approach to the use of materials/equipment, yet required responsibility; there's a pleasant and relaxed atmosphere, yet decided productivity. A pleasing balance of guided freedom seems to have evolved.

—Mrs Carol O'Neil, IMC Director
Robert Demrow, Principal
Royal Oaks Elementary School
Sun Prairie

School library media award

A $5000 prize for the most outstanding achievement in providing exemplary media programs at the elementary level is offered to school systems for the 1976 School Library Media Program of the Year award cosponsored by the American Association of School Librarians and the Encyclopaedia Britannica Companies. Any school system — public, private or parochial — may apply, before November 17, 1975, to AASL, 50 East Huron Street, Chicago 60611, or to Richard Sorensen, Wisconsin School Library Media Consultant, 126 Langdon Street, Madison 53702.

Openness is the key



Sunken area; social studies resource area, center, far side; foreground carrels unfinished at time of moving in.

A new media center is now providing the open access long dreamed of at Greenfield High School. Moving from a double shift schedule and a media center remote from many classrooms, students can now freely utilize this large (about 15,000 square feet) centrally located, air-conditioned, carpeted facility.

Openness was the key to the entire plan. A sunken central area features the reference section surrounded by table seating, plus perimeter wet carrels and a periodicals-lounge corner. A six-channel wireless system serves this area and the resource and circulation areas. A separate stacks area can house 30,000 volumes. Eight conference areas made up of low, colorful porta-dividers are grouped across the rear of the room with a cluster of dry carrels.

Social studies and English resource areas within the Center are set off by shelving units. A career resource area is being set up, and career porta-carts will be channeled into classrooms.

Connecting rooms near the circulation desk include: periodicals storage and wireless system, media center office, workroom, audiovisual production, and a class-size soundproof viewing/listening room.

The problem of logistics has truly been solved — there is space for plenty of students in an area readily accessible, with a wealth of centralized book and audiovisual materials and a wide variety of production facilities.

—**Mrs. Eileen Knox**, Media Specialist
Greenfield High School Media Center

Classrooms become IMCs

The Onalaska School District is a fast-growing district. This growth has necessitated new building programs and remodeling of existing facilities. The elementary schools will be K-4 buildings.

Suggestions for remodeling existing buildings to incorporate instructional materials centers centralizing existing classroom libraries were obtained from the Division for Library Services, architects and District personnel.

At Fauver Hill the wall between two classrooms has been removed to make space for an IMC. The rooms were selected because of accessibility to the classrooms. The floor has been carpeted for comfort and acoustics.

Three classrooms in the central part of the Irving Pertzsch School were selected for the IMC. An L-shaped design resulted from the incorporation of three classrooms and the corridor between them for a total of 3400 square feet. Some existing cabinetry is being utilized. Water, cable television and carpeting have been included. Additional outlets are being provided by floor-to-ceiling electrical columns to provide areas with wet carrels.

Remodeling will be completed in the fall of 1975 but the IMC facilities will not be fully utilized until the fall of 1976 when the middle school will be completed, absorbing the 5th and 6th grades from the elementary schools.

—**Mrs. Mary Saphner**, IMC Director
Fauver Hill Elementary School and
Irving Pertzsch Elementary School
Miss Florence Hyatt, IMC Director
Northern Hills Elementary School
All Schools in Onalaska

UW's Memorial is changed

So you think you know your way around the Memorial Library at the University of Wisconsin—Madison? If you haven't visited us since Christmas time, when the addition was opened, you are in for a surprise.

The entire traffic pattern is different. The old first floor corridor serves chiefly as an arcade to bring people from the Langdon Street and Mall entrances to the new lobby. It is outside the library's security and, after a few minor adjustments, it will be possible to leave that corridor and the adjoining two study halls open 24 hours a day. The library has open stacks with the only check-point at the building exits.

The new elevator lobby is the key to finding your way around. The old elevators no longer serve the first floor because they are outside the security system; the new elevators serve every level. The lobby has an information desk. Major changes include:

1. Periodicals are in the new south stack on levels 1, 1M and 2M.

2. Monographs are in the old north stack, starting with Class A on level 1 and running up to Class Z on level 6 (stack levels numbered to match building floor numbers).

3. Circulation and book return area are on first floor adjacent to the lobby.

4. General Reference, Interlibrary Loan, Bibliography Room and Reference Division Office are on second floor.

5. Director's Office and three new meeting rooms are on third floor of the addition.

6. Copy Center moves to third floor.

7. Wisconsin Interlibrary Loan Service (WILS) moves to fourth floor.

8. Music Library moves from Humanities Building to Memorial's basement.

We hope that you will visit us soon.

—**Frank F. Bright**
Chief of Technical Services

LRC meets resource needs

The learning resource center of the Northeast Wisconsin Technical Institute, Green Bay, houses print and nonprint materials. The collection is designed to meet the needs of the students, faculty, staff and administration. Color-coded by division, it contains all materials for programs in each division. The LRC is divided into Business and Marketing, General Education, Health Occupations, Professional, Trade and Industry, and a combination of Agriculture, Home Economics and Police Science. The card catalog is also color-coded and includes all print and nonprint materials.

Audiovisual materials and equipment have become a very important part of the LRC, with an increase in circulation since print and nonprint materials have been intershelved. Students are able to borrow cassette recorders and filmstrip, opaque and slide projectors, as well as video equipment, to develop class presentations. The LRC contains calculators, typewriters and a copy machine, as well as rooms for students and instructors to view films, slides and video cassettes. It has equipment to make slides, transparencies and thermo masters, to mount slides, pictures and charts, and to duplicate cassettes and reel-to-reel tapes. Audiovisuals have become a routine part of classroom life and the AV approach carries over to student use of LRC materials.

—**Mrs. Mary Hein**, Librarian
Northeast Wisconsin Technical Institute
Green Bay

How media libraries grew

Wisconsin infants in 1848, young adults in 1975

John O. Hempstead

The history of school libraries in Wisconsin has not followed a regular, predictable pattern. However, for the purposes of this article, the history has been divided into four major periods each containing a number of sub-periods:

1848-1900 was a period of 'infancy.' Schools had "library collections" but no professional services.

1900-1943 was a period of development of library service under the guidance of public librarians.

1943-1965 was a transitional period during which school libraries began to take initiative to provide media and curriculum-related services, but still relied somewhat on public library assistance.

1965-1975 was a period of independent growth and expansion of both collections and services.

Because these periods are arbitrarily based on facts of Wisconsin state legislation and library literature, they are necessarily overlapping and apply to main trends rather than isolated events. Further study may reveal evidence to shift the boundaries of these divisions.

Early history of Wisconsin's school libraries is shrouded in an element of mystery due to a dearth of published information describing Wisconsin school library services prior to 1900. While early state legislation provided apparently adequate funding for school library books, no provisions were made for encouraging competent library services. Thus, evidence of use of library materials was limited to reports filed by the county clerk.

Around the turn of the century, the first reports of professional services were published as seen through the eyes of the free public librarian. Some school districts had hired school librarians, but without a journal to serve as a voice and to stimulate services, little information about early school library services was found. As a stepchild of a public library service oriented profession, school library service fluctuated in exaggerated proportion to the nation's economic trends as may be seen by the capsule history reported here.

1848—The Wisconsin Constitution, Article X, Section 2, established the common school fund "To the support and maintenance of common schools, in each school district, and the purchase of suitable libraries and apparatus therefore." This fund provided a basis for establishing school libraries at the discretion of the local school board. No set amount was allocated toward purchase of school library books and no provision was made to provide service or maintain the collection.

1854—The clerk of the school district or another appointed person was appointed "custodian of the books" responsible for "recovery of penalties." (Wis-

consin Statutes, 1854, Chapter 80, Section 76-7)

While this law established responsibility for providing school library service, it also set the tone of service as mainly a police function of guarding books and recovering penalties, two policies which placed a stigma on library service which remains in some operations to this day.

1868—10 cents per person aged 4-20 of tax money was allocated to purchase books selected from the list prepared by the state superintendent. (Wisconsin Statutes, 1868, Chapter 174, Section 486b)

This legislation provided a steady budget to maintain the school library collection. In fact this budget was so adequate in some school districts that later state legislation allowed the loan of school library materials to public libraries which had professional help but inadequate funds. Thus this law not only provided a financial base for school library collections but indirectly stimulated professional service from public librarians who were also interested in sharing the use of books purchased with school funds.

1897—An additional piece of legislation required that "The clerk shall keep a record of books received. . ." (Wisconsin Statutes, Chapter 354, Section 486a) This law provided the basis for the accession record, faithfully maintained to this day by some librarians, and is another example of how early state legislation oriented school library staff work to clerical tasks not concerned with encouraging effective use of materials available.

Nevertheless, this early legislation did stimulate a wide and solid base for later school library service. This is evidenced by circulation statistics compiled by the Wisconsin Free Library Commission report of 1895-96: 47 cities reported library collections in schools with total circulation of 97,400. Also 810 townships and school districts reported school library circulation of about 112,000. Nearly every school district reported circulation, but most reported under 100 and rarely was circulation above 500.

Berlin, Brodhead, Edgerton and Monroe also reported complete free library service wholly supported by school funds. All four had librarians; two had a reading room; two maintained a card catalog; and three progressive libraries had an open shelf policy.

The first volume of the *Wisconsin library bulletin* reported vigorous activity by public libraries placing "duplicate collections" in school classrooms with teachers "willing to supervise the collection." The March 1905 issue reported the following services to schools:

—Marinette, 1901, Stephenson Library sent circulars to schools informing teachers and students of services.

—Marinette, 1902, high school students received instruction in library use, also bibliographies.

—Portage, 1905, the public library prepared graded reading lists.

—Pepin, 1905, the traveling library served a teacher who "keeps constantly in service six or more books."

—Neillsville, 1905, the public library was housed in the new high school at a cost to the city of $30,000.

—Milwaukee, 1905, circulation to schools was 147,059.

—Mineral Point, 1905, a card catalog was maintained in the school.

In 1906 for the first time state legislation charged the county superintendents (instead of the town clerks) with responsibility for new book selection. It was also reported that there were a million volumes of school library books in Wisconsin. The 10 cents per person tax provided $50,000 annually for purchase of added books.

The decade beginning in 1910 was marked by increased emphasis on cooperation between the public librarian and the school. It was stressed that "school

authorities in various parts of the state feel that the number of books on their hands is so great that they cannot be properly handled at the school houses," and also that the free libraries were in need of books. Thus cooperative library service to the schools was of mutual benefit to school libraries and public libraries.

An article on "The Librarian and the School," *Wisconsin library bulletin*, October 1911, suggested that the librarian should be a lover of children, a sympathetic woman, inventive and original, aggressive, energetic, enthusiastic, and an instinctive teacher with "the spirit of a missionary." These qualities were needed to prepare reading lists, assemble books for special occasions, conduct story hours, train children and make them lovers of books and literature, and to organize the "duplicate collection." Considerable time was spent on the latter activity as it was not uncommon for librarians to make 50 or more subject analytics cards for a single book.

In 1915 it was noted that Milwaukee decided to hire a librarian for each high school to provide instruction on what a library is, arrangement of books, the card catalog, reference books, clean hands, care of books, "order in the library," how to check out books, and how to use periodical indexes. It may be noted that many districts now conduct this same instruction in primary and intermediate classes.

An interesting side note on sexism of the time was that Racine reported establishing "a smoking room for men" in the basement of the public library and a branch distribution point was located "in the rest room for women employees" of the telephone company.

The more prosperous decade of the 1920s stressed the concept of teacher-librarian, a professional "released half-time" to accomplish library duties. In 1921 the State Teachers Association had its first "Library Section for High School Librarians." In 1928 a model high school library was described which seated 10-25 percent of the school's pupils, had conference and lecture rooms, and a workroom with running water. The collection was to include six books per pupil and was to contain reference, reserve and fiction books plus periodicals.

This model library was to be run by a librarian with a college degree plus fifth-year training at a library school. The librarian preferably worked full time, but could spend half time at a public library. The budget was to be at least $1 per pupil. The librarian's duties included not only organizing the collection but also stimulating use and providing library use instruction.

In 1929 the Department of Public Instruction reported that school libraries had encouraged an educational shift from preparing for "tomorrow's recitation" to completing individual assignments. There was considerable optimism evident in articles about school libraries at the peak of the boom. Evaluation standards were formulated and several articles encouraged expansion of school library services.

Following the optimism of 1928 and 1929, was an almost total lull on school library articles during the depression years. The first optimistic report came in 1943 when the Wisconsin Legislature approved an increase in the segregated tax "earmarked" for expenditure on school library books. The increase was from 20 cents per child to 35 cents per child. It was also emphasized that the County Superintendent could authorize more funds for purchase of school library books.

The period from 1943 to 1965 was a period of transition from library service to schools provided by the public library to independent service planned and controlled by the school district. In 1948 the

first institute offered by the Library School in Madison was entitled "Library Service *to* Schools," reflecting a public library orientation at that time. Four years later the Library School offered another program called simply "Institute for School Librarians." The merging conceptual shift is obvious. Articles began to appear encouraging separate and distinct but cooperating services provided by the public library and the school library.

Several school districts began to offer consultant services to schools during this period. Among services initiated by school districts were district film libraries, classroom book collections for schools without libraries, audiovisual production services, workshops to stimulate effective library service and central processing.

Following the war, audiovisual services were added gradually. By 1961, Mary Woodworth's survey of "Elementary School Libraries in Wisconsin" reported 39.6 percent of respondents had filmstrips in their collections, 29.3 percent had slides, 15.5 percent had recordings, and 6.8 percent had tapes.

The Library Services Act of 1956 stressed that "Public library service is not a substitute for a library within a school." Several events encouraged independent growth of school libraries: In 1958 the National Defense Education Act provided funds for science, mathematics and foreign language books. The 1960 ALA *Standards for school library programs* further encouraged independence of school libraries. In 1963 Knapp School Library Project Schools were established in different regions of the nation. These school libraries provided the example which led to the coming of age legislation for school libraries, the Elementary and Secondary Education Act of 1965 (ESEA) Title II which provided two million dollars to Wisconsin's school libraries.

Funds provided by ESEA Title II ushered in a wave of optimism and independence as schools prepared special project grant requests to set up model "School Library Materials Centers" throughout the state. No longer totally dependent on funds from local districts or services from local public libraries, schools began exploring name changes which reflected the expanded services offered. Instructional Materials Center or IMC was a common designation, but EMC (Educational Media Center), Resource Center, Media Center, and several other service centers were established in schools throughout the state.

Currently there seems to be less desire to avoid use of the term library as several schools have adopted the term 'Media Library.' Media libraries contain both materials and equipment and offer services which range from film, filmstrip and slide collections with viewing stations, to tape, cassette and record collections with listening centers for prepared materials. Production services include personnel and equipment for dry mounting, laminating, transparency making, photography and videotape recording. Service is often varied and ingenious due to the resourcefulness of many media librarians.

Also in 1965 Chapter 150 of the Laws of Wisconsin formally encouraged independent growth of school media library services. As a result of this legislation school library laws and standards were revised and strengthened, education and inservice training for school librarians was intensified, and school library development was promoted through increased exposure in publications. The publication effort began with a "Focus on School Libraries" in the March-April 1966 *Wisconsin library bulletin.*

Soon thereafter the *Wisconsin standards for school library services, 1968-69* appeared. These standards not only encouraged budget construction and effective use of funds, but also gave examples of materials collections, audiovisual equipment, staff requirements and effec-

tive means of providing media services. The updated *Standards for school library media programs, 1972-75* has expanded on these recommendations.

During the period from 1965 to 1974 there was a rapid expansion in the number of elementary schools offering library service, from 31 percent to 55 percent. The number of elementary students served by school libraries rose from 49 percent to 75 percent during that period. The number of schools embracing the IMC concept also rose from 61 percent to 75 percent of those with libraries.

Rapid expansion was not limited to services within the schools. The Racine district IMC developed an extensive professional library, a print shop-bindery, a multimedia kit department, a live-animal science center, an expanded film library, a media display center, seasonal central processing, media production services, and a television production studio setting the pace for media libraries to include electronic technology services.

The onward and upward trend in the development of school media library service continues, but the current recession has once again placed a damper on optimism. There was considerable uncertainty about the continued funding of state consultants in the current state budget. Also ESEA Title II has been merged into a new bill, Libraries and Learning Resources, ESEA Title IVB, and while the principle of federal support for school media library programs seems established, there is some uncertainty as to whether the program will be effectively administered locally.

School library services have perhaps gone through four phases. During the 'infancy,' 1848-1900, each school district had funds to buy collections but not services. During the 'childhood' period, 1900-1943, services were provided under the guidance of the public library. During the transitional 'adolescent' period of 1943-1965, school libraries began to establish their own identities characterized by service to the curriculum and by media service. During the 'early adulthood' of 1965-1975, media library service has flowered and school media librarianship established itself as an independent profession with the library profession. Our present period of consolidation and uncertainty quite likely will be followed by additional stimulating developments in the field of school media librarianship.

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Dr. Hempstead is Assistant Professor of Curriculum and Instruction at the University of Wisconsin—River Falls and Media Director at Ames Laboratory School.

Our American ethnic heritage

University of Wisconsin—Oshkosh
Library conference, September 19, 1975

Librarians can pull together source documents to "create a book" for people who want the story behind the news, said Wilcomb Washburn, Smithsonian Institution. Contact local ethnic groups to determine and meet their needs. . . .If you know of music recordings made by local people, send information to Richard Spottswood, Archives of Folk Song, Library of Congress. . . .William Armstrong said that quality reading cleans rather than clutters, that feeling must be added to knowledge to make it wisdom. . . .Cullom Davis noted that oral history communicates profound truths because it calls up vivid pictures of actual experience. The interviewer should say little, listen much.

NEWIL union list published

The Northeast Wisconsin Intertype Libraries (NEWIL) *Union list of periodicals* lists over 7000 titles held by 17 high schools, two public libraries, six academic libraries and one vocational/technical institute.

Wisconsin library association

E.R. Kuert, President

Wisconsin Library Association officers and committee chairmen will find themselves in an unusual position after the Association's annual conference in October. Assuming that the membership will approve the Association's change from a conference year to the calendar year, the present officers, committee chairmen and committee members will continue to serve in their present positions through December 31 instead of turning over their duties to their successors at the end of the conference.

It would appear that this would be a most advantageous time for the incoming officers and chairmen to give serious thought to the formulation of their programs for the coming year and, more specifically, to the budget requests which will evolve from the planning.

All too often in the past budgets have been rather hurriedly prepared by heads of sections, divisions and committees, forwarded to the Association president, and passed upon at a marathon meeting of the Executive Board which has not been allowed the time necessary for careful contemplation of each request.

Wayne Bassett, the 1976 President of WLA, will distribute budget forms to the new officers and chairmen soon after the 1975 conference. It is hoped that they will be completed thoughtfully and carefully, and returned to him. It is suggested that the new Executive Board meet at least twice before the first of the year in informal budget meeting. Formal approval can then be given at the Board's first official meeting in 1976.

These measures are necessary at the present time for several reasons. First, fiscal responsibility is always appropriate; second, rising costs have taken their toll of WLA funds; and finally, the change from the conference to the calendar year has effectively reduced WLA income.

For these reasons, every measure should be taken to live within our lower income and, if possible, to avoid increasing membership dues.

Ethel M. Brann fellowship

Mrs. Virginia Kruse has been awarded the **Ethel M. Brann Fellowship** in library science ($1000) for graduate study at the University of Wisconsin—Madison in 1975-76. She has been serving as Coordinator of Special Programs for the Children's Services Division of the Brown County Library, Green Bay.

Wisconsin data bases survey

The *Survey of machine-readable bibliographic and numerical data bases and related services in Wisconsin* prepared by the Council of Wisconsin Librarians Committee on Shared Resources was received on September 25 by COWL.

Looking at Wisconsin

The Wisconsin 1975-77 biennial budget put **public library system funding** at 50 percent of the statutory amount. Effects include cutbacks in services of the 11 operating systems serving 60 to 70 percent of Wisconsin's citizens and delays in establishing any new systems. AB 1057, a bill introduced by Representative Edward McClain to provide 75 percent funding in 1976 for systems expected to operate in 1977, remains alive for the January legislative session.

President Gerald Ford vetoed the FY 1976 **Education Appropriations Bill** including funding for libraries of various kinds, but in September Congress overrode the veto.

A **Library Services and Construction Act Advisory Committee** met on May 23 to advise the Division for Library Services on long-range and annual LSCA programs, policies, procedures, criteria and priorities. Members and groups represented are: Bernard Schwab, public libraries; Joseph Treyz, academic libraries; Sally Davis, school libraries; Dalton Johnson, citizens; Helen Alexander, citizens, disadvantaged users; Donald Ames, disadvantaged users; Alton Davis, Wisconsin Council for the Blind; Margaret Liebig, Wisconsin Library Association Health and Rehabilitative Library Services Section; Marjorie Westergard, Wisconsin Chapter, Special Libraries Association.

Barbara Thompson, State Superintendent of Public Instruction, appointed ten members to an Advisory Committee for the **State Document Depository Program**, to improve the depository system. Members represent the State Historical Society, State Department of Administration, Legislative Reference Bureau, Division for Library Services, Wisconsin Library Association and depositories.

Dalton Johnson, whose term on the **Council on Library Development** continues to July 1, 1978, was reelected Chairman, with Charles Shetler and H. Vail Deale reelected Vice-Chairman and Secretary. Governor Patrick Lucey appointed Maryon (Mrs. Paul) Cigler of Two Rivers to replace Agnes Noll to serve on the Council until July 1, 1978, and reappointed John R. Collins, Sally A. Davis and Mary L. Hickey to serve to July 1, 1977.

Three task forces, broadly representative of the **school media field** in Wisconsin, with coordinators from the Bureau of School Library Media Programs, Division for Library Services, began work this fall on 1) a revision of *Standards for school libarary media programs, 1972-75,* Darrell Van Orsdel, coordinator; 2) a written long-range State Plan for school media program development, Bernard Franckowiak, coordinator; 3) a new certification proposal for school media personnel, Richard Sorensen, coordinator.

The *Final report of the Task Force on Library Manpower and Education to the*

Council on Library Development was completed on June 30 and accepted in principle at the August 13 meeting of the Council.

A Task Force on Interlibrary Cooperation and Resource Sharing, a project of the Division for Library Services and the Council on Library Development, will investigate existing cooperative resource sharing activities in Wisconsin, and make recommendations on the best patterns for area, statewide and multistate sharing of library and information resources. Mrs. Sally Drew, formerly Head of Reference and Adult Services, Redwood City (California) Public Library, started September 2 as Director. She met September 26 for an organizational meeting with members of the Steering Committee:

Charles Bunge, University of Wisconsin—Madison Library School, Chairman; Serena Nelson, Southwest Wisconsin Library System, Fennimore; James P. Bishop, Carthage College, Kenosha; Theodore R. Laabs, Waukesha County Technical Institute, Pewaukee; Henry E. Bates, Jr., Milwaukee Public Library; Jack Baltes, International Foundation of Employee Benefit Plans, Brookfield; Virginia Holtz, UW—Madison, Medical Library; Mary Alice Seemeyer, UW—Parkside, Kenosha; Nancy Marshall, Wisconsin Interlibrary Loan Service, Madison; Henry Wellner, Kenosha Unified School District.

A Public Library Systems Manual Committee composed of representatives of the Division for Library Services and of the Systems Directors started work this fall on a Systems Manual.

The Wisconsin Public Relations Council, made up of personnel from public library systems, public libraries and the Coordinated Library Information Program, Inc., has prepared **Standards for Public Information Programming** as a possible addendum to *Wisconsin public library system standards.*

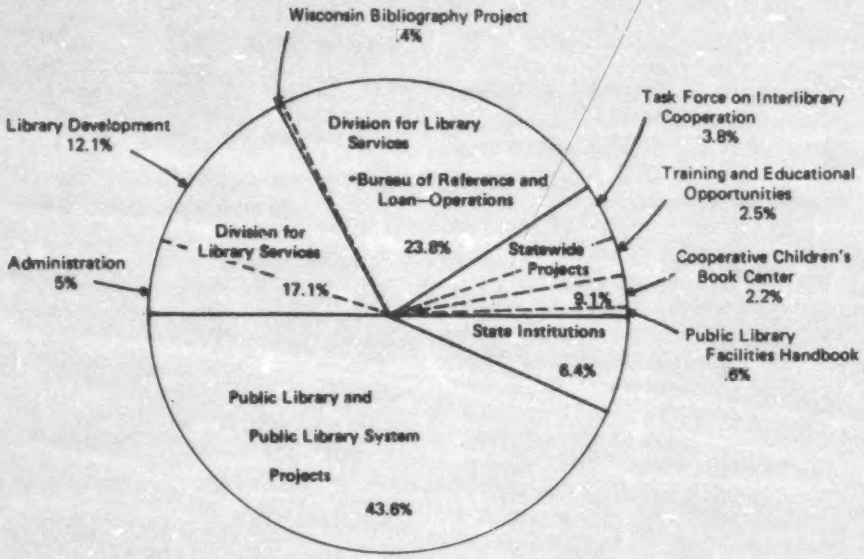
Mr. Whiting

Ralph Whiting joined the Department of Public Instruction Division for Library Services staff on September 15 as Instructional Media and Technology Consultant in the Bureau of School Library Media Programs. His responsibilities involve consultation and leadership in developing media programs in Wisconsin schools. He came from a television inservice and media consultant position with Cooperative Educational Service Agency 11 in La Crosse where he has worked since 1968.

Mrs. Jacqueline Morris, School Library Media Consultant in the Division for Library Services since February, left the Division on August 8 for family reasons.

William Jambrek, Public Library Consultant in the Division for Library Services since August 1, 1970, left August 7 to become Head of Technical Services at the Gilbert M. Simmons Library, Kenosha, on September 15. In the interim he visited Yugoslavia. He came to the Division from a two-year joint project of the Division and the Southeast Wisconsin Regional Planning Commission for study of libraries in the area. Previously he has administered the Milton College Library and worked in the Milwaukee Public Library.

Library services and construction act, Title I, 1975 funds for use in FY 1976



Library services and construction act, Title III, 1975 funds for use in FY 1976

Coordinated library information program (CLIP)	$15,000	30%
Library council of Metropolitan Milwaukee (LCOMM)	14,000	28%
Northeast Wisconsin intertype libraries (NEWIL)	3,500	7%
Southwest System/CESA 14 Access project	6,109	12%
Tri-county library council (TLC)	11,500	23%
Total	$50,109	100%

Library services act—Library services and construction act
History of Wisconsin's allocations

	LSA	LSCA-I	II	III	IV-A	IV-B	Total
1955-56	-0-						
1956-57	$40,000						$40,000
1957-58	116,138						116,138
1958-59	132,450						132,450
1959-60	190,468						190,468
1960-61	180,736						180,736
1961-62	180,303						180,303
1962-63	174,850						174,850
1963-64	169,755						169,755
1964-65		$528,780	$640,403				1,169,183
1965-66		528,780	680,570				1,209,350
1966-67		745,365	857,046	$1,909	$2,904	$3,713	1,610,937
1967-68		745,365	383,017	42,955	38,000	23,750	1,233,087
1968-69		745,365	187,452	43,498	39,509	25,304	1,041,128
1969-70		631,285	157,514	43,498	39,509	25,304	897,110
1970-71		745,365	141,983	43,498	39,509	25,304	995,659
1971-72		971,588	190,426	51,153	—	—	1,213,167
1972-73		1,302,328	308,294	155,290	—	—	1,765,912
1973-74		918,339	—	50,124	—	—	968,463
1974-75		1,023,147	—	50,109	—	—	1,073,256
	$1,184,700	$8,885,707	$3,546,705	$482,034	$159,431	$103,375	$14,361,952

Indian library services plan

Developing a model state plan for Indian library services was a 1975 project of the Division for Library Services, the National Indian Education Association and the Great Lakes Intertribal Council. A committee of GLITC, DLS and NIEA staff and Wisconsin librarians produced a working document, which was approved by the Intertribal Council and the Council on Library Development in June.

The plan presents data on the status of Indian people in Wisconsin and those libraries responsible for serving them. Goals, priorities and responsibilities for state and local development of Indian library services are listed.

Library systems which have a sizable Indian population would be responsible for including in their annual plans a component indicating how the system will meet the needs of the Indian residents. This component should take into consideration the present capacities and organization of the system, as well as the number, location, and informational needs of the Indian people to be served. Thus, each system will plan to meet its local needs rather than having a plan developed at the state level.

This is the first such plan developed in the United States. It is published as part of the *Comprehensive long-range program for library services in Wisconsin*, the supplement to the September-October 1975 issue of the *Wisconsin library bulletin*.

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State officials are pushing for **state publications to pay for themselves.** To offset some of the costs, the Division for Library Services is instituting the following charges to apply after a limited free distribution to libraries: *Wisconsin library service record, 1974*, $1; *Comprehensive long-range program for library services in Wisconsin, 1975*, including the narrative part of the *Statewide plan for the development of Indian library services in Wisconsin (Wisconsin library bulletin*, September-October 1975 Supplement), 60 cents now, $1 after January 1, 1976; *Wisconsin library bulletin*, after January 1, 1976, $5 per year, $1 single issue.

Library council of Metropolitan Milwaukee, Inc.

Officers 1975-76:
President: Winogene Bergmann, Milwaukee Public Schools
Vice-President: William Gardner, Marquette University
Secretary: Richard Crane, Maude Shunk Public Library, Menomonee Falls
Treasurer: Judy Turner, Milwaukee Public Museum

Special libraries association Wisconsin chapter

Officers 1975-76:
President: Jack Baltes, International Foundation of Employee Benefit Plans, Brookfield
Vice-President: Marian Rauch, Globe-Union Inc., Milwaukee
Secretary: Larry Medley, A.O. Smith Corporation, Milwaukee
Treasurer: Agnes Rice, Allen-Bradley Company, Milwaukee

American society for information science, Wisconsin chapter

Officers 1975-76
President: Virginia Perkins, Wisconsin Electric Power Co., Milwaukee
President-Elect: Richard Walker, University of Wisconsin—Madison Library School
Secretary: James Krikelas, UW—Madison Library School
Treasurer: LeRoy Zweifel, UW—Madison Engineering Library

Real or celluloid?

The ways we wrote about the Indian

Patricia E. Foley

Imagine the plot of a novel in which the heroine, after learning of the death of her betrothed, marries another. After three years of blissful married life and one son, the first lover unexpectedly returns. Thereupon, the husband gives up his wife and son to the earlier lover and departs, never to return. Unbelievable? Such a plot was perfectly acceptable to the reading public in 1824 because the heroine and the lover were white while the unlucky husband was an Indian. *Hobomok, a tale of early times* was written by Mrs. Lydia Francis Child, the abolitionist who espoused liberal causes.

The American Indian was a new element in literature, fascinating to Europeans but, depending on which American author was writing, either a villian, a savage, a romantic figure or a pathetic figure living in squalid misery.

The captivity story of Mary Rowlandson went through 30 reprints between 1682 and 1903. The idea of the Indian as a murderous savage appeared in *Edgar Huntley*, a 1799 novel by Charles Brockden Brown, probably the earliest American novelist to successfully use the Indian as fiction material. Edgar Huntley's friends and relatives fell victim to Indian tomahawks.

James Fennimore Cooper's idea of Indians as "noble savages" who spoke in long, involved sentences was challenged by General Lewis Cass, Governor of the Michigan Territory. Cass charged that Cooper had used the questionable material of a Moravian missionary, the Reverend John Heckewelder of whose 1819 book Cass said, "no work that has appeared for half a century has produced more erroneous impressions . . . ." Cass continued to criticize Cooper's Indians by calling them "shadowy representations" of Heckewelder and not the "fierce and crafty warriors and hunters that roam through our forests." The most caustic critique came from Mark Twain in 1895, "In the matter of intellect, the difference between a Cooper Indian and the Indian that stands in front of the cigar shop is not spacious."

In 1855 Henry Wadsworth Longfellow published his poem, *The song of Hiawatha*. Longfellow had read Rev. Heckewelder's book but he had also known Indians personally and knew of the writings compiled in the field by Henry R. Schoolcraft and Lewis Cass. It was from these Algonquin legends that Longfellow took most of his material and fitted it to the meter of the *Kalavala*, the Finnish national epic.

One of the most successful novels of the nineteenth century was Dr. Robert Montgomery Bird's *Nick of the woods* which appeared in English in 1837, German in 1847, Dutch in 1877 and Polish in 1905. Bird's Indian chief Wenonga or Black Vulture, describes himself

as, "Me Injun-man! . . .Me Wenonga: me drink white man blood! me no heart!" As the story progresses it is hard to tell the whites from the Indians in the pursuit of blood and gore. Nathan Slaughter, a pacifist Quaker, stalked through the woods murdering Indians and carving a cross on their breasts with a sharp knife. Roland, the hero, declared, "Their scalps? I scalp them! . . .I am no butcher; I leave them to the bears and wolves." The author excuses all the bloodshed by saying that such is the life of the border.

Of the dime novels, one that sold millions of copies was Edward S. Ellis' *Seth Jones*. In it Ellis wrote, "When the Anglo-Saxon's body is pitted against that of the North American Indian, it sometimes yields; but when his mind takes the place of contestant, it *never* loses."

Later writers depicted the Indians according to their own insights. Zane Gray gave the title of *Vanishing American* to his novel about the Navajo. Harold Bell Wright in *Mine of the iron door* suggested that all Indians should die out. Helen Hunt Jackson gave a romanticized, sympathetic view of the California Mission Indians in *Ramona*. Western writers had the cowboys and the Indians fight it out with the result that the cowboy was not only victorious but a national hero.

By the end of World War I the "west" was over and the Indian was no longer feared, hated or in the white man's way. Although efforts were still continuing to make the Indian over in the white man's image, the stereotyped Indian had died and more realism was appearing in American literature. Novels began to reflect the Indian's right to retain his own cultural heritage and to act in his own image, a trend that has proliferated into the many titles of today that are written from both the Indian and the white man's points of view.

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Mrs. Foley is Head of Adult Services at the Brown County Library, Green Bay.

Senior citizen program

The Eau Claire Public Library and the Department of Library Science and Media Education of the University of Wisconsin—Eau Claire are collaborating on a project to *inform senior citizens* about materials and services at the Eau Claire Public Library. Ronald Gorsegner from the Public Library and Dr. Glenn Thompson from the University originated the project with a grant from the State Department of Health and Social Services Division on Aging.

A program was developed with the assistance of the Media Development Center at the University and was presented to groups of senior citizens at activity centers and nutritional centers in Eau Claire during the spring, summer and fall of 1975. The program deals with the types of materials available at the Public Library, including less-familiar materials such as art reproductions and books in large print; services of the Library, with emphasis on mail delivery and delivery to homebound; the new library under construction, with particular reference to facilities for the elderly and the handicapped; and procedures for using the library. Librarians presenting the program include Mr. Gorsegner, Ms. Joyce Mitchell and John Proctor, Director of the library.

Madison as a resource center

The Madison Public Library became the **resource center** for the Southwest Wisconsin Library System on January 1, succeeding the La Crosse Public Library. The Madison library serves as headquarters and resource center for the South Central Library System comprised of Dane and Sauk counties, started in 1975.

Literature of librarianship

Kathleen Imhoff

American library laws, Fourth edition, First supplement 1973-74, edited by Alex Ladenson. American Library Association, 1975. $9. This book contains, with few exceptions, the laws relating to libraries which were added, repealed or amended between January 1, 1973 and December 31, 1974. The reader should use it in conjunction with the main volume to determine whether a particular statute or section of a statute has been changed or a new law added. The material is arranged either by type of library or by subject. An index is included.

Hu, Teh-Wei, B. H. Booms and Lynne Warfield Kaltreider. *A benefit-cost analysis of alternative library delivery systems* (Contributions in Librarianship and Information Science, #13). Greenwood Press, 1975. $12.50. Costs of Books-by-Mail (BBM) were examined in the first year (1972) of a two-year Library Services and Construction Act funded program in Pennsylvania, known as the MOD Program (Mail Order Delivery). Bookmobile operating costs were 39 cents per circulation, compared to 67 cents for BBM. However, after a very detailed application of benefit-cost techniques, the authors concluded that BBM was slightly less expensive than bookmobile service, though many variables can affect specific situations. The book describes in detail an analytical methodology that could be useful in the management of library programs. The Manitowoc County Public Library Program is one of the BBM programs mentioned. Numerous tables and charts are included.

Mashelmer, Martha L. *Cataloging and classification; a workbook*. Marcel Dekker, 1975. $6.50 pa. This workbook has a practical application both for self-study and as the substance of any cataloging course, as companion to the *Anglo-American cataloging rules*. Concerned only with book materials, the book addresses only the rules that are of the widest application. The workbooks explain the methods of classification and take advantage of new developments both in the theory and the practice of cataloging. Recommended mainly for library school use. (Not in Reference and Loan Library)

Non-print media in academic libraries (ACRL Publications in Librarianship #34) edited by Pearce S. Grove. American Library Association, 1975. $10 pa. Containing articles on the various media, this book also includes problems common to all media and presents information on the nature, characteristics and usefulness of the major academic recordings, slides, films, maps and pictures. The contributors define the problems posed by the specific format, cite the work done to solve them and direct further inquiry into specific areas. Included is a bibliography by Mary Cassata.

Proceedings of the 1974 clinic on library applications of data processing: applications of minicomputers to library and related problems. F. Wilfrid Lancaster, Editor. University of Illinois, Graduate School of Library Science, 1975. $6. This volume treats many applications of the relatively low-cost "minicomputer" in circulation control, cataloging, education and training, information retrieval, acquisitions and serials control. Of particular value is a tutorial by Devilbiss and Corey. In this absorbing smorgasbord of current activity, those with little background may find the quasi-technical language and acronyms ponderous. Regardless of the reader's background, the material is a challenge at a number of levels.

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Mrs. Imhoff is Director of the Bureau of Public and Cooperative Library Programs, Division for Library Services.

Suggested materials

The American Issues Forum lists of books, films, records and games—for adults and for young readers—are free in quantity from Division for Library Services, Bicentennial Program, Box 1437, Madison 53701.

Toward a national program for library and information services: goals for action, National Commission on Libraries and Information Science, is for sale by Government Printing Office, Washington, D.C. 20402, for $1.45 (no. 052-003-00086-5).

Information center guide to Division of Mental Hygiene facilities, listing print resources of Central, Northern and Southern Colonies and Mendota and Winnebago Institutes, is available from Geraldine Matthews, Central Wisconsin Colony, Madison, in limited supply.

Reference—more than an answer training film reprint costs (prepaid) are: 16mm color print, $115; color video tape cassette, $37.50; cassette recording — critique, $4; preview, $10; from Library Council of Metropolitan Milwaukee, 814 West Wisconsin Avenue, Milwaukee 53233.

Foundations in Wisconsin: a directory is available for $6.24 prepaid from Marquette University Memorial Library, Foundation Center's Regional Reference Collection, 1415 West Wisconsin Avenue, Milwaukee 53233.

A union list of topographic maps of Wisconsin (State Historical Society and University of Wisconsin—Madison and Eau Claire) is available for $3.50 prepaid from Cartographic Laboratory, Science Hall, University of Wisconsin, Madison 53706, attention Mary Galneder.

Black periodicals and newspapers compiled by Susan Bryl and Erwin K. Welsch (University of Wisconsin—Madison Memorial Library, 80 pages, $3, paper) is a union list of 500 titles in the libraries of the University of Wisconsin and the State Historical Society. Order from Business Office, State Historical Society of Wisconsin, 816 State Street, Madison 53706.

Wisconsin public documents: a cumulated keyword title and personal author index, 1968-1974, second edition (900 pages on 42x microfiche), prepared by University of Wisconsin—Stout, Media Retrieval Services, Pierce Library, is available for $4 from Frank Cox, UW—Stout Learning Resources, Menomonie 54751.

The Southeastern Wisconsin Union List has a second edition, 48x microfiche. Inquire of SEWUL Project Staff, Milwaukee Public Library, Room 311, 814 West Wisconsin Avenue, Milwaukee 53233.

A resourceful university, 279 pages, $7.50, chronicling the University of Wisconsin—Madison 1949-1974, is available from University of Wisconsin Press, P.O. Box 1379, Madison 53701.

DIVISION FOR LIBRARY SERVICES
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Barbara S. Thompson, State Superintendent

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